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ABSTRACT

This report on regular and special education teachers in public schools presents data on personal characteristics (gender, age, race/ethnicity, and marital status); professional characteristics (educational background, years of experience, certification); geographic region; income (salary and incentives, nonschool employment); and opinions about teaching. Data were collected from a variety of questionnaires and are for the school year 1987-88. Extensive tables provide national estimates for all data and State estimates for regular and special school teachers' highest degree earned, years of experience, and salary. Statistical highlights, with a focus on implications for special education, are presented in brief prior to the presentation of study data. Overall, the following significant differences occurred between regular and special educators: Special educators were more likely to be single; female; younger; teaching elementary students; to have less full-time teaching experience; to lack full certification; to hold an education specialist credential, a master's, or a second master's as their highest earned degree; and to make about $1,000 less in average total income. The school and staffing survey questionnaire is attached. (PB)

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ED 363 025

OFFICE OF SPECIAL EDUCATION PROGRAMS

E.D. TABS September 1991

CHARACTERISTICS OF REGULAR AND SPECIAL EDUCATION TEACHERS IN PUBLIC SCHOOLS: 1987-88

U.S. Department of Education
Office of Special Education and
Rehabilitative Services

EC 302475

OFFICE OF SPECIAL EDUCATION PROGRAMS

E.D. TABS September 1991

CHARACTERISTICS OF REGULAR AND SPECIAL EDUCATION TEACHERS IN PUBLIC SCHOOLS: 1987-88

Janice S. Ancarrow
Division of Personnel Preparation

U.S. Department of Education
Office of Special Education and
Rehabilitative Services

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Individuals with Disabilities Education Act, Section 618:

"Sec. 618 (a) The Secretary shall ... collect data and conduct studies, investigations, and evaluations --

"(2) to provide -- (A) Congress with information relevant to policymaking, and (B) Federal, State, and local agencies ... with information relevant to program management, administration, and effectiveness ... .

"(b) ... the Secretary ... shall obtain data ... including --

"(5) the number and type of personnel that are employed in the provision of special education ... to handicapped children and youth ... ."

OSERS' Annual Reports to Congress have, since 1978, attracted public attention to the critical teacher shortages in special education. Congress has appropriated millions of dollars, exceeding $60 million annually since Fiscal Year 1985, to increase the available supply of special education personnel. In OSERS' attempts to measure supply of personnel, one problem cited has been a lack of basic data on the characteristics of special education personnel, such as age, qualifications, and teaching assignments. What do recent data show about similarities and differences in some basic characteristics of regular and special education teachers in our Nation's public schools? To shed light on this question, data from the U. S. Department of Education's National Center for Education Statistics, collected through the Schools and Staffing Survey, 1987-88, are presented in this report. These comparisons were tested and found to be highly significant (probability less than .001).

HIGHLIGHTS

o Of the approximately 2.3 million public school teachers in school year 1987-88, most were regular educators (83 percent); comparatively few were special educators (17 percent).

o While regular educators were nearly evenly split between elementary and secondary levels, close to two-thirds of special educators were teaching at the elementary level.

o A significantly lower proportion of special educators had full-time teaching status (89 percent) than did regular educators (93 percent).

o A significantly higher proportion of regular educators (23 percent) reported having over 20 years' full-time teaching experience, compared with special educators (11 percent).

o Over 290,000 public school teachers had majored or minored in special education.

o By level of highest degree, about 1 percent each of regular and special educators held the doctorate. Special educators earned 12 percent of these doctorates.

o Among regular educators, 14 percent of teachers reporting doctorates were currently teaching in California; 11 percent, in New York. The remaining percentages were scattered among the States. For special educators, 13 percent each were in Connecticut and Illinois; 14 percent, in New York; the rest were scattered.

o Special educators were proportionately more likely than were regular educators to have a master's (47 and 39 percent, respectively), as well as more likely to have a second master's, as their highest earned degree.

o Just over 5 percent of regular educators' highest earned degrees was an education specialist credential, compared with a significantly higher proportion of special educators (12 percent).

o For teachers having standard certification in their primary fields, proportionately more regular educators reported it (74 percent), compared with special educators (68 percent).

o Among special educators reporting their primary teaching assignment field, 44 percent listed learning disabled; 18 percent mentally retarded; 11 percent, speech and hearing impaired; 11 percent other special education; 9 percent emotionally disturbed; and 3 percent, general elementary.

o Nearly 820,000 teachers reported taking education or teaching-related courses within the past two years. About 603,000 were regular educators, of whom over 2,000 were retraining to teach the handicapped. Nearly 75,000 teachers reporting training were special educators, of whom over 3,000 were studying to obtain credentials in new, nonteaching areas.

o Of special educators who reported recent training, 40 percent were currently teaching learning disabled students.

o Proportionately fewer regular educators were female (68 percent), compared with special educators (83 percent). However, by race this difference was found to be statistically significant only for white teachers.

o The largest difference between male and female special educators was 12 percent female and 4 percent male teachers of the speech and hearing impaired. However, proportionately more males than females taught emotionally disturbed and mentally retarded students.

o A significantly higher proportion of special educators was under 40 years old (62 percent), compared with regular educators (46 percent).

o Among regular educators, regardless of age, about 2 to 3 times as many were female as male. However, among special educators, proportion female varied widely as a function of age: At age 50 or over, about 4 times as many special educators were female as were male; between the ages of 30-39, over 5 times as many; and under age 30, close to 10 times as many were female.

- Race and ethnic origin were similar for regular and special educators.

- Marital status varied significantly, from 69 percent of special educators being married, to about 74 percent of regular educators.

- Approximately one-fourth of regular and special educators received at least one pay incentive.

- About three-fourths of regular, as well as special, educators had no nonschool income.

- Average total income for regular educators was about $28,460, compared with $27,114 for special educators. Average base salary for special educators, by State, ranged from $18,000 for Arkansas and South Dakota to $42,000 in Alaska.

- Although most of the teacher opinion items showed little difference by type of curriculum, a few of the opinion items varied significantly: Over 77 percent of regular educators, compared with 71 percent of special educators, reported the availability of necessary materials. About 68 percent of regular educators, compared with 72 percent of special educators, were satisfied with their class sizes. Around 36 percent of regular educators, compared with 29 percent of special educators, stated that student tardiness and class cutting interfered with teaching. While 31 percent of regular educators felt that it is a waste of time to do their best as a teacher, 27 percent of special educators agreed.

Overall, the following significant differences occurred between regular and special educators: Special educators were more likely to be single; female; younger; teaching elementary students; to have less full-time teaching experience; to lack full certification; to hold an education specialist credential, a master's, or a second master's as their highest earned degree; and to make about $1,000 less in average total income. Some States require a second master's degree to teach in a specialty area of special education. For example, to teach students with learning disabilities, a master's specifically oriented to learning disabilities is required in addition to the basic master's in the generic field of special education. The differences in marital status and income are to be expected, in part, because regular educators tended to be older and to have more years of full-time teaching experience. In addition, proportionately more regular educators than special educators were white males.

ACKNOWLEDGMENTS

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INTRODUCTION

This report on regular and special education teachers in public schools presents data on personal characteristics (sex, age, race/ethnicity, and marital status); professional characteristics (college major, highest degree earned, years of experience, type of certification, teaching assignment, level); geographic region; income (salary and incentives, nonschool employment); and opinions about teaching. The data were collected on the Public School Teachers Questionnaire, one of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics (NCES) and conducted by the U.S. Bureau of the Census. This report provides national estimates for all data and State estimates for school teachers' highest degree earned, years of experience, and salary.

SASS was a mailout survey that collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The survey methodology is described in the Technical Notes section, which follows presentation of the tables. (See "Classification of Special Educaton Teacher" for an explanation of different estimates among tables.)

These data about public school teachers are not directly comparable to State-reported data contained in OSERS' Annual Reports to Congress, which include (1) State-operated programs for the handicapped; (2) services to children from birth to age 21; (3) outlying territories; (4) part-time teachers; (5) full-time-equivalents instead of head counts; and (6) data as of December 1. This report contains public school information: (1) estimates based on sample, not universe, data; (2) teachers of kindergarten through grade 12; (3) the 50 States and DC; (4) full-time teachers, unless otherwise specified; (5) head counts; and (6) data as of spring 1988, unless otherwise specified. When these population differences are controlled, the totals converge. That is, if one takes OSERS' Annual Report data for the 1987-88 school year and subtracts the data from (1) State-operated programs; (2) outlying territories; and (3) teachers outside kindergarten through grade 12, the totals are similar to SASS 88. Further adjustments for differences between the two surveys in (1) timing of the data reported (December 1 versus spring); and (2) part-time, full-time, or full-time-equivalent counts, would yield corroborating totals.

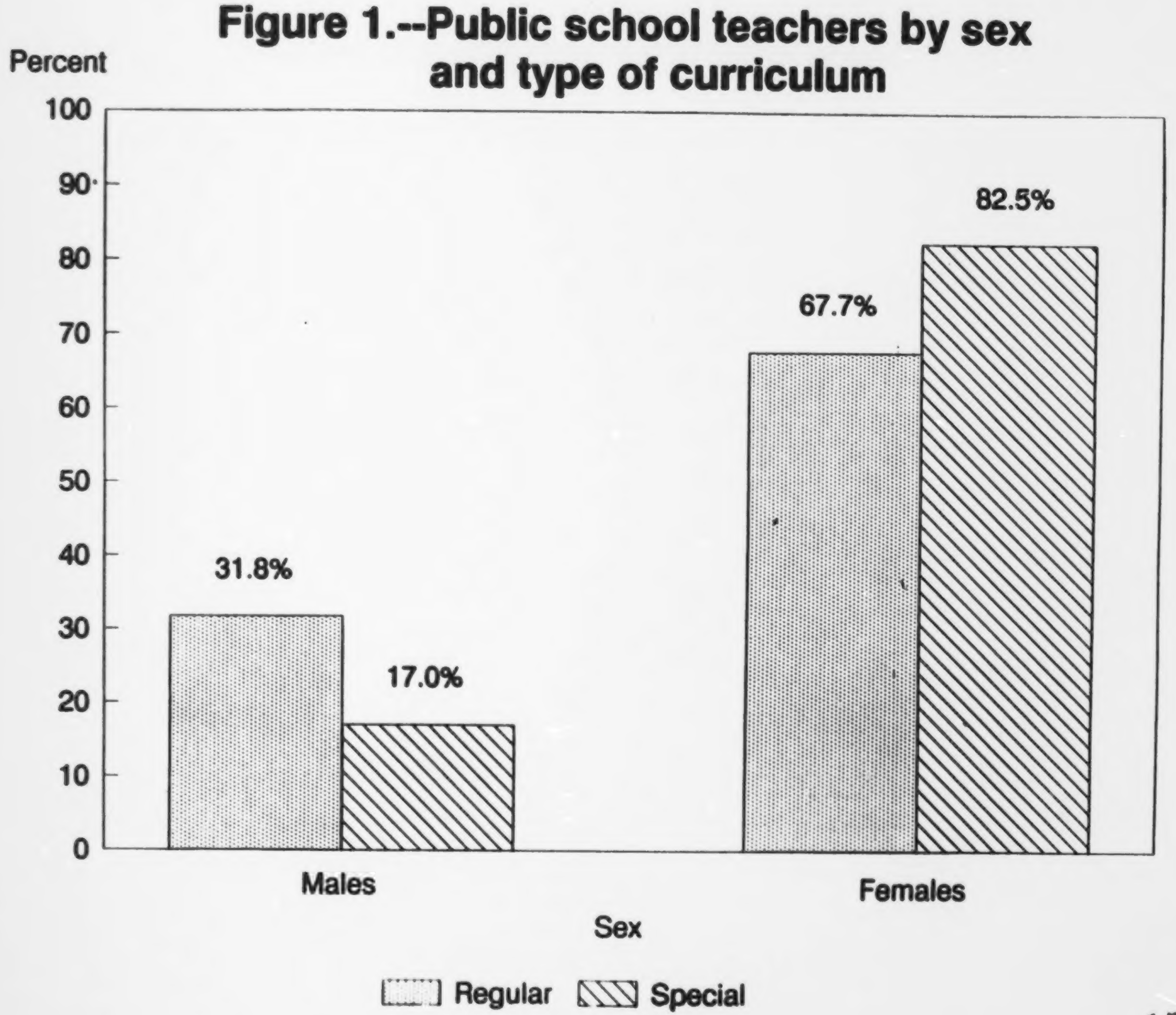
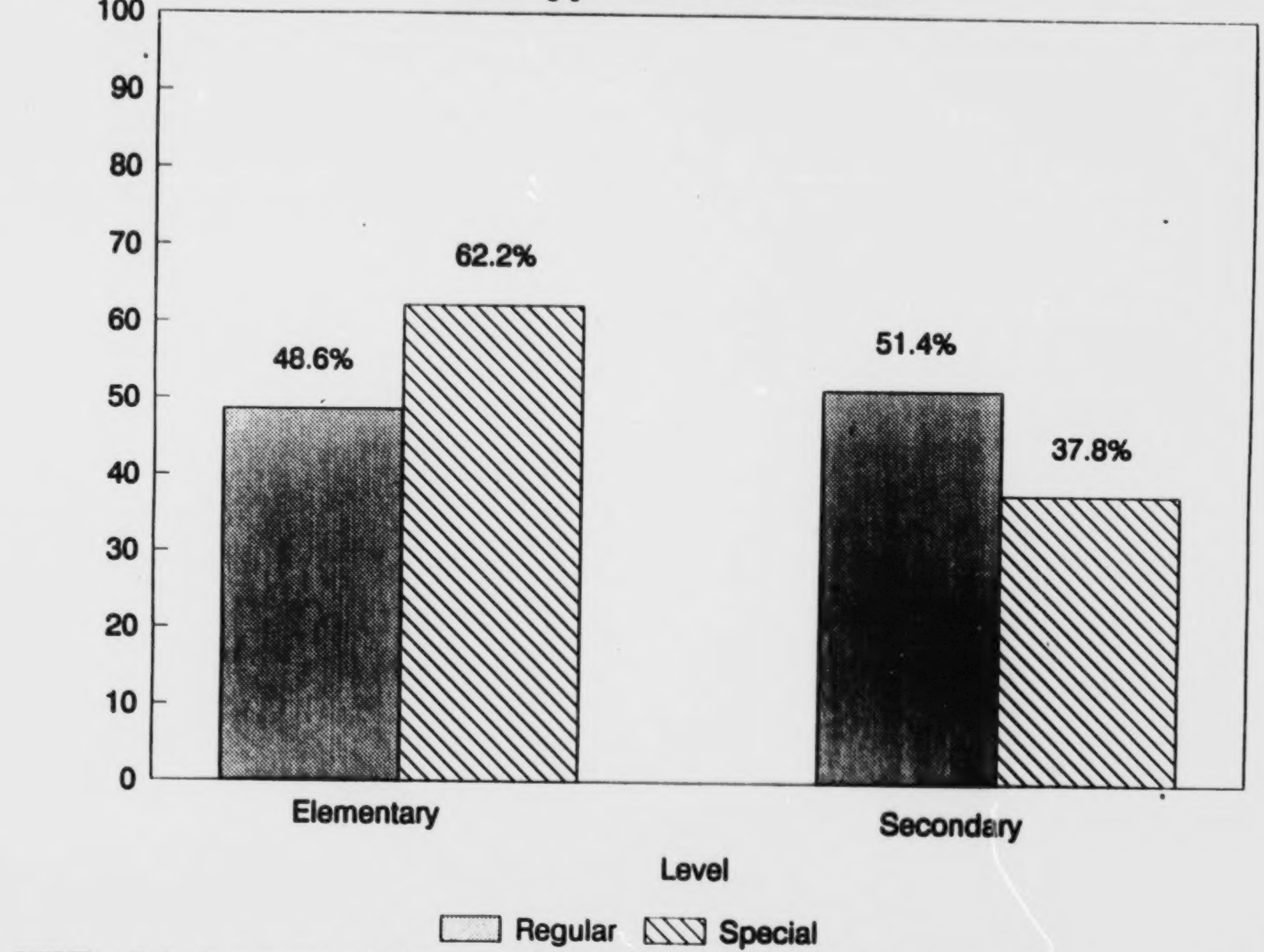


Figure 1.--Public school teachers by sex and type of curriculum

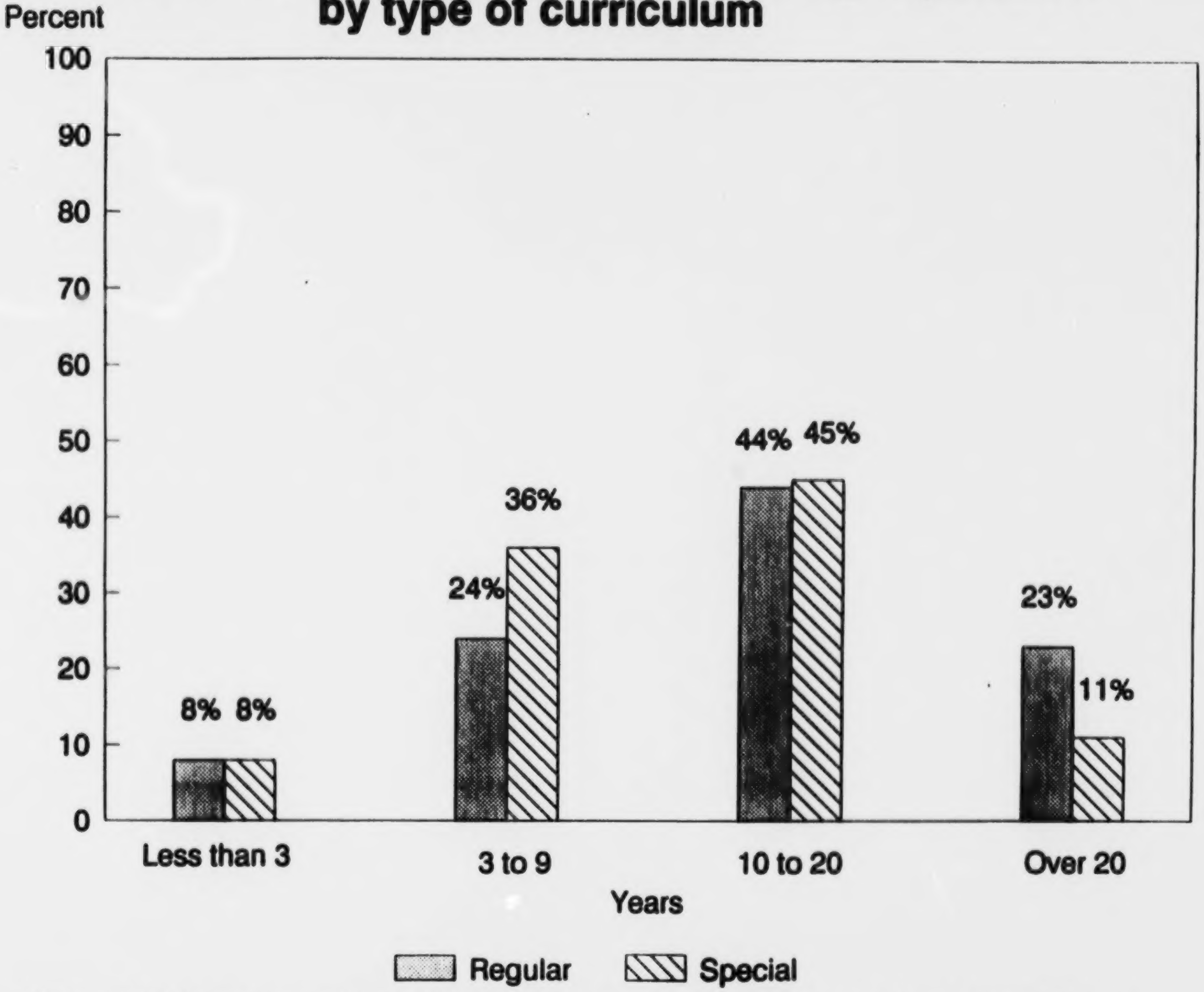
NOTE:Details do not add to 100 percent because of rounding or item nonresponse.
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 2.--Public school teachers, by level and type of curriculum



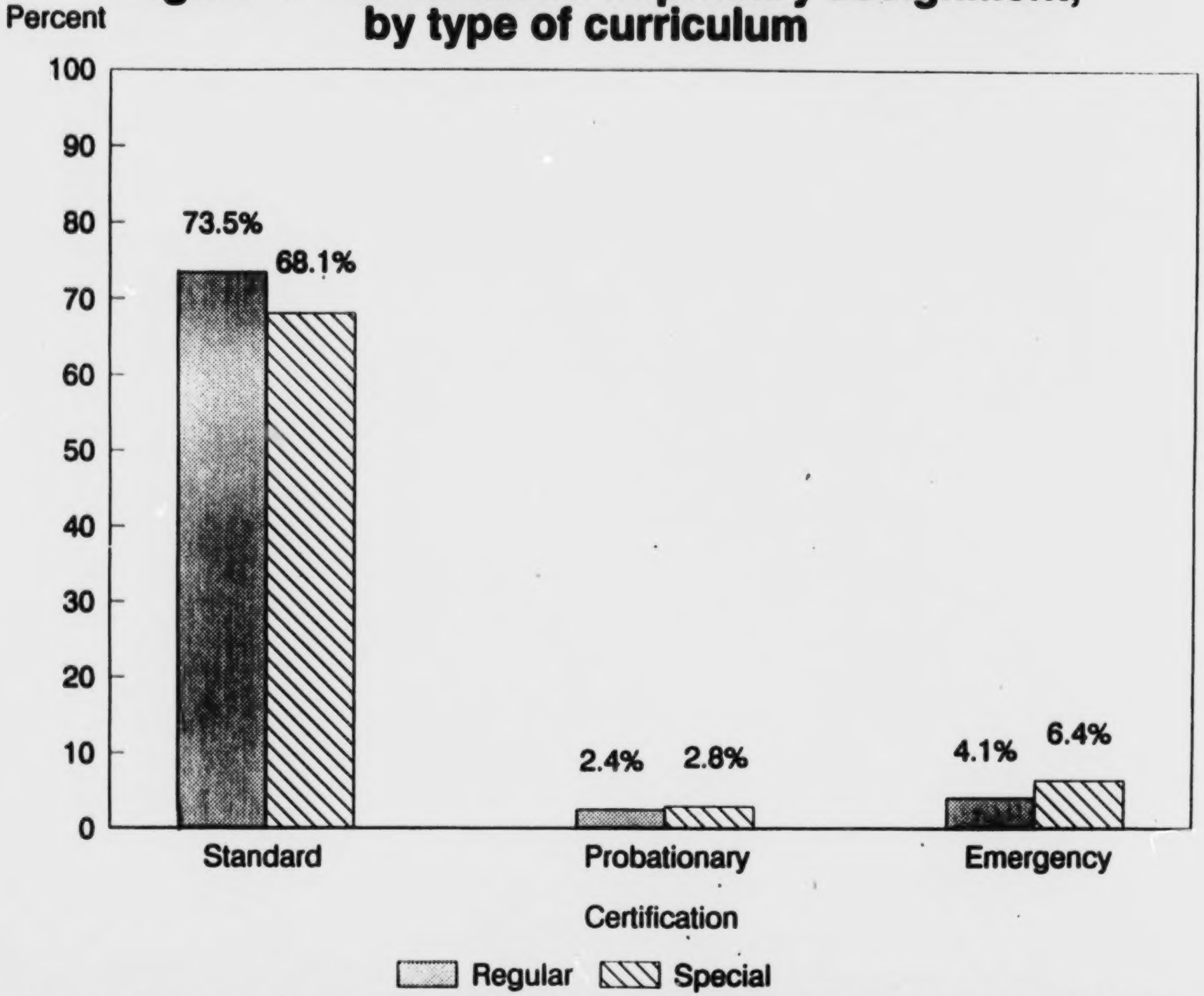
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 3.--Years of full-time teaching experience by type of curriculum



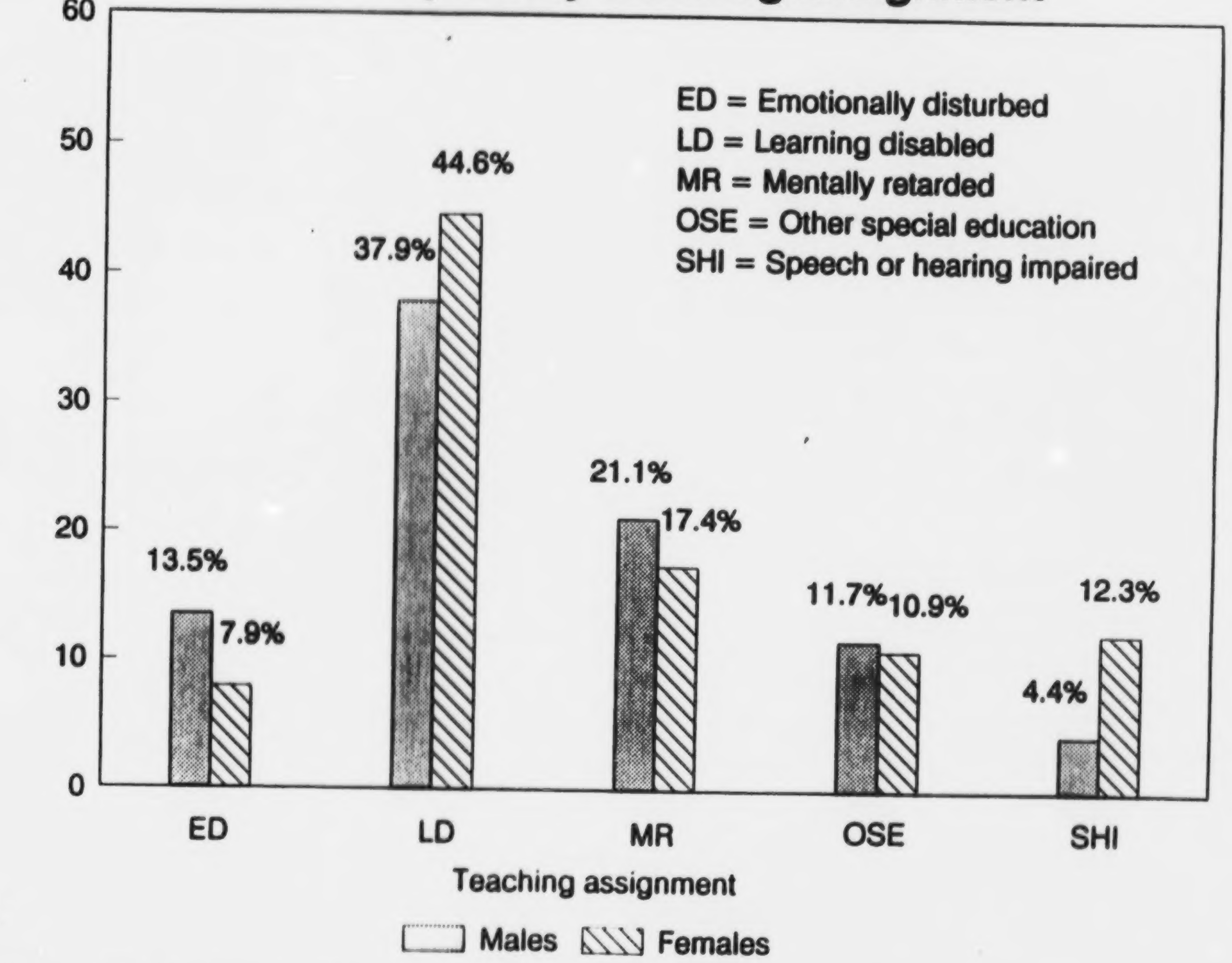
NOTE: Details may not add to 100 percent because of rounding or item nonresponse.
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 4.--Certification in primary assignment, by type of curriculum



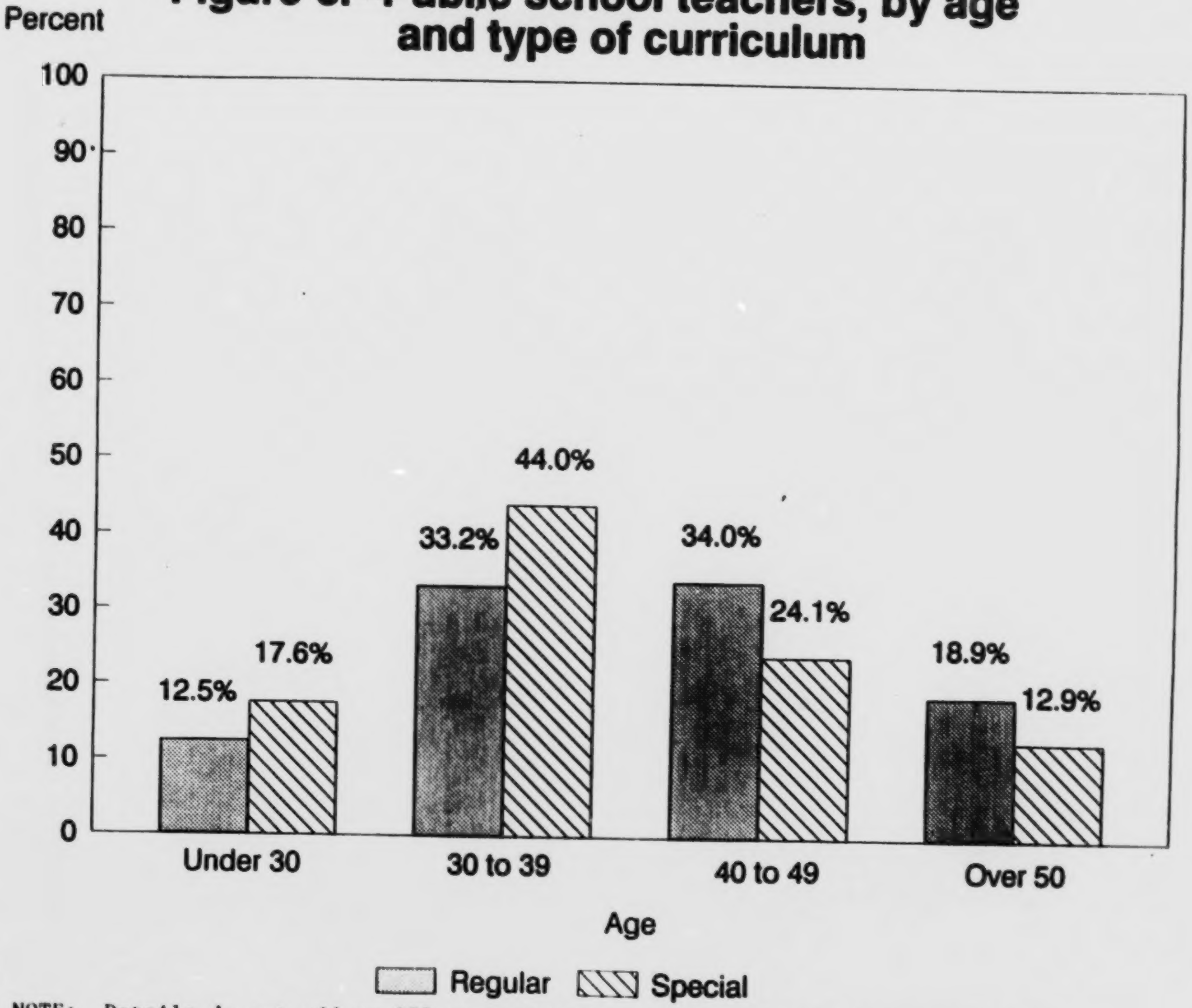
NOTE: Details do not add to 100 percent because uncertified teachers are excluded (regular 2.6 percent; special, 2.9), as well as those not reporting type of certification (regular 17.6 percent; special, 19.8).
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 5.--Special education teachers, by primary teaching assignment



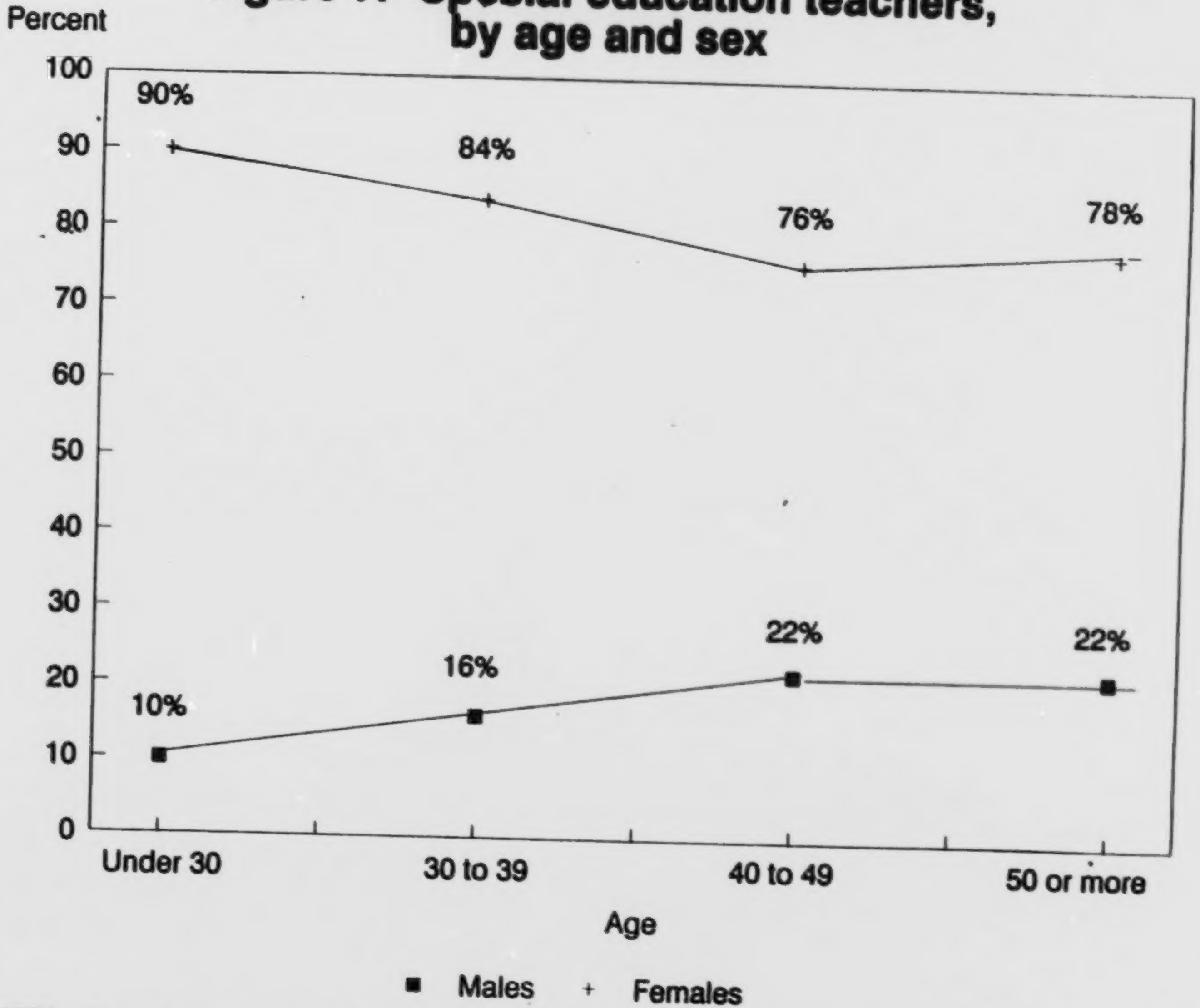
NOTE: Details do not add to 100 percent because of item nonresponse.
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 6.--Public school teachers, by age and type of curriculum



NOTE: Details do not add to 100 percent because of rounding or item nonresponse.
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Figure 7.--Special education teachers, by age and sex



NOTE: Details may not add to 100 percent because of rounding or item nonresponse.
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey, 1988.

Table 1a.--Number and percentage of public school teachers, by level of degree, and by major or minor field of study: School year 1987-88

Field	Total		Level of degree															
			No degree		Associate		1st bachelor		2nd bachelor		1st master		2nd master		Ed. specialist		Doctorate*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,323,204	100	4,905	0.2	9,991	0.4	1,144,242	49.3	65,430	2.8	884,703	38.1	47,279	2.0	145,469	6.3	21,185	0.9
Major field																		
General	392,441	100	+	+	3,100	0.8	240,235	61.2	12,020	3.1	111,782	28.5	10,307	2.6	11,146	2.8	3,850	1.0
Education																		
General education	816,119	100	+	+	--	< 0.1	497,337	60.9	23,813	2.9	265,709	32.6	4,955	0.6	23,169	2.8	--	0.1
Subject area education	621,887	100	+	+	5,432	0.9	322,952	51.9	14,343	2.3	237,656	38.2	9,579	1.5	28,395	4.6	3,530	0.6
Special education																		
Special education, general	65,488	100	+	+	--	0.1	23,672	36.2	2,611	4.0	31,347	47.9	--	1.8	6,133	9.4	--	0.8
Education of the emotionally disturbed	14,388	100	+	+	+	+	3,456	24.0	--	5.7	8,286	57.6	--	4.1	--	8.3	--	0.3
Education of the mentally retarded	27,852	100	+	+	--	0.1	14,050	50.4	--	3.6	10,356	37.2	--	2.1	1,812	6.5	--	0.2
Education of the speech/ hearing/vision impaired	29,360	100	+	+	+	+	12,832	43.7	--	1.3	14,991	51.1	--	1.7	--	2.2	--	0.1
Special learning disabled	40,722	100	+	+	+	+	4,710	11.6	2,144	5.3	25,886	63.6	--	3.7	6,460	15.9	--	0.1
Other special education	12,953	100	+	+	+	+	1,590	12.3	--	4.3	6,491	50.1	--	4.6	3,643	28.1	--	0.6
Other education	228,790	100	+	+	--	0.4	5,704	2.5	--	0.4	152,181	66.5	13,794	6.0	49,283	21.5	6,039	2.6
Not reported	73,205	100	4,905	6.7	--	0.2	17,703	24.2	6,899	9.4	20,018	27.3	3,701	5.1	13,605	18.6	6,205	8.5
Second major field or minor																		
General	310,830	100	+	+	--	0.2	251,534	80.9	7,291	2.4	42,990	13.8	2,031	0.7	4,205	1.4	2,025	0.7
Education																		
General education	131,789	100	+	+	--	0.1	101,840	77.3	3,913	3.0	23,035	17.5	--	0.5	1,991	1.5	--	0.2
Subject area education	297,777	100	+	+	--	0.2	226,925	76.2	6,492	2.2	55,764	18.7	--	0.4	6,195	2.1	--	0.3
Special education																		
Special education, general	28,363	100	+	+	--	0.6	19,954	70.4	--	3.9	5,560	19.6	--	1.2	--	4.3	--	0.1
Education of the emotionally disturbed	9,144	100	+	+	+	+	3,687	40.3	--	4.4	4,423	48.4	--	2.6	--	2.6	--	1.8
Education of the mentally retarded	14,171	100	+	+	+	+	8,698	61.4	--	5.3	3,820	27.0	--	0.8	--	4.7	--	0.9
Education of the speech/ hearing/vision impaired	5,221	100	+	+	+	+	2,877	55.1	--	6.2	--	37.3	+	+	--	0.4	--	1.0
Special learning disabled	18,124	100	+	+	+	+	8,161	45.0	--	2.8	7,548	41.7	--	2.8	--	7.7	+	+
Other special education	8,733	100	+	+	--	0.1	3,814	43.7	--	2.7	3,426	39.2	--	0.9	--	13.0	--	0.4
Other education	47,443	100	+	+	--	0.2	12,934	27.3	--	1.7	24,553	51.8	--	3.1	5,761	12.1	1,798	3.8
Not reported	1,451,610	100	4,905	0.3	8,424	0.6	503,819	34.7	43,599	3.0	711,637	49.0	40,666	2.8	122,662	8.5	15,899	1.1

*Includes a very small number of law and medicine degree recipients.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Cell entries may be underestimates because of item or subitem nonresponse. For example, some of the estimated 291,046 teachers who majored or minored in special education did not report at least one of the following: level of highest degree, field code for major specialty area, or second major or minor field code--an estimated 16,527 special education teachers are, therefore, not shown in this table.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 1b.--Number and percentage of public school teachers, by level of degree, and by summary total for major or minor field of study: School year 1987-88

Field of study	Total Number	Total Percent	No degree Number	No degree Percent	Associate Number	Associate Percent	1st bachelor's Number	1st bachelor's Percent	2nd bachelor's Number	2nd bachelor's Percent	1st master's Number	1st master's Percent	2nd master's Number	2nd master's Percent	Education Spec. Number	Education Spec. Percent	Doctorate* Number	Doctorate* Percent
Major field																		
Total	2,323,204	100.0	4,905	100.0	9,991	100.0	1,144,242	100.0	65,430	100.0	884,703	100.0	47,279	100.0	145,469	100.0	21,185	100.0
General	392,441	16.9	◆	◆	3,100	31.0	240,235	21.0	12,020	18.4	111,782	12.6	10,307	21.8	11,146	7.7	3,850	18.2
Education																		
General education	816,119	35.1	◆	◆	--	3.1	497,337	43.5	23,813	36.4	265,709	30.0	4,955	10.5	23,169	15.9	--	3.9
Subject area education	621,887	26.8	◆	◆	5,432	54.4	322,952	28.2	14,343	21.9	237,656	26.9	9,579	20.3	28,395	19.5	3,530	16.7
Special education	190,762	8.2	◆	◆	--	0.5	60,310	5.3	7,503	11.5	97,358	11.0	4,943	10.5	19,870	13.7	--	3.4
Other education	228,790	9.9	◆	◆	--	9.4	5,704	0.5	--	1.3	152,181	17.2	13,794	29.2	49,283	33.9	6,039	28.5
Not reported	73,205	3.2	4,905	100.0	--	1.7	17,703	1.6	6,899	10.5	20,018	2.3	3,701	7.8	13,605	9.4	6,205	29.3
Second major field or minor																		
Total	2,323,204	100.0	4,905	100.0	9,991	100.0	1,144,242	100.0	65,430	100.0	884,703	100.0	47,279	100.0	145,469	100.0	21,185	100.0
General	310,830	13.4	◆	◆	--	7.6	251,534	22.0	7,291	11.1	42,990	4.9	2,031	4.3	4,205	2.9	2,025	10.0
Education																		
General education	131,789	5.7	◆	◆	--	0.7	101,840	8.9	3,913	6.0	23,035	2.6	--	1.4	1,991	1.4	--	1.2
Subject area education	297,777	12.8	◆	◆	--	4.6	226,925	19.8	6,492	9.9	55,764	6.3	--	2.4	6,195	4.3	--	3.9
Special education	83,756	3.6	◆	◆	--	1.8	47,190	4.1	3,329	5.1	26,725	3.0	--	2.7	4,656	3.2	--	1.9
Other education	47,443	2.0	◆	◆	--	1.0	12,934	1.1	--	1.2	24,553	2.8	--	3.2	5,761	4.0	1,798	8.5
Not reported	1,451,610	62.5	4,905	100.0	8,424	84.3	503,819	44.0	43,599	66.6	711,637	80.4	40,666	86.0	122,662	84.3	15,899	75.1

*Includes a very small number of law and medicine degree recipients.

-- = Too few sample cases (fewer than 30) for a reliable estimate; ◆ = not applicable.

NOTE: Cell entries may be underestimates because of item or subitem nonresponse. For example, some of the estimated 291,046 teachers who majored or minored in special education did not report at least one of the following: level of highest degree, field code for major specialty area, or second major or minor field code--an estimated 16,527 special education teachers are, therefore, not shown in this table.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 2.--Number and percentage of public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88

Characteristic	Total		Type of curriculum			
			Regular education		Special education	
	Number	Percent	Number	Percent	Number	Percent
Total teachers	2,323,204	100.0	1,935,311	100.0	387,893	100.0
Sex						
Male	681,161	29.3	615,382	31.8	65,779	17.0
Female	1,631,168	70.2	1,311,016	67.7	320,153	82.5
Not reported	10,875	0.4	8,913	0.5	1,961	0.5
Race						
American Indian, Aleut. Eskimo	24,670	1.1	20,432	1.1	4,238	1.1
Asian or Pacific Islander	21,307	0.9	18,069	0.9	3,237	0.8
Black	190,018	8.2	154,708	8.0	35,310	9.1
White	2,050,400	88.3	1,712,053	88.5	338,347	87.2
Not reported	36,810	1.6	30,049	1.6	6,761	1.7
Ethnic origin						
Hispanic*	67,084	2.9	56,926	2.9	10,158	2.6
Non-Hispanic	2,207,746	95.0	1,838,312	95.0	369,435	95.2
Not reported	48,374	2.1	40,073	2.1	8,301	2.1
Age						
Less than 30	310,901	13.4	242,524	12.5	68,378	17.6
30 to 39	813,204	35.0	642,673	33.2	170,531	44.0
40 to 49	752,301	32.4	658,764	34.0	93,537	24.1
50 or more	416,857	17.9	366,738	18.9	50,119	12.9
Not reported	29,941	1.3	24,612	1.3	5,329	1.4
Marital status						
Married	1,690,308	72.8	1,422,291	73.5	268,017	69.1
Widowed, divorced or separated	277,767	12.0	224,833	11.6	52,934	13.6
Never married	335,426	14.4	272,075	14.1	63,351	16.3
Not reported	19,703	0.8	16,112	0.8	3,591	0.9

Table 2.--Number and percentage of public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total		Type of curriculum			
			Regular education		Special education	
	Number	Percent	Number	Percent	Number	Percent
Level						
Elementary	1,181,578	50.9	940,162	48.6	241,417	62.2
Secondary	1,141,626	49.1	995,150	51.4	146,476	37.8
Region						
Northeast	495,704	21.3	406,815	21.0	88,889	22.9
North central	610,779	26.3	509,302	26.3	101,478	26.2
South	818,588	35.2	684,770	35.4	133,818	34.5
West	398,133	17.1	334,425	17.3	63,708	16.4

*Hispanics may be of any race.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 3.--Number of public school teachers, by highest degree earned, and by type of curriculum, by selected characteristics: School year 1987-88

Characteristic	Total	Level of degree					
		No degree	Associate	Bachelors	Masters	Education specialist	Doctorate*
Total teachers	2,323,204	4,905	9,991	1,211,903	929,421	145,469	21,185
Regular education							
Total	2,032,158	4,905	9,761	1,096,703	791,883	110,021	18,693
Sex							
Male	645,703	3,809	7,728	289,858	289,073	44,815	10,268
Female	1,376,842	1,096	2,021	802,245	497,979	65,076	8,425
Race							
American Indian, Aleut. Eskimo	21,573	--	--	11,015	8,638	--	--
Asian or Pacific Islander	18,634	--	--	10,545	4,798	2,403	--
Black	164,877	--	--	84,648	67,830	8,683	2,651
White	1,795,257	4,371	8,556	973,593	698,042	95,643	14,879
Ethnic origin							
Hispanic**	61,189	--	--	37,530	17,834	3,797	--
Non-Hispanic	1,928,114	4,641	8,774	1,038,036	755,742	103,769	17,133
Age							
Less than 30	254,936	--	--	217,489	33,548	2,237	--
30 to 39	678,143	--	2,341	382,897	259,454	29,161	3,200
40 to 49	688,418	1,669	3,368	317,440	310,771	46,665	8,486
50 or more	384,708	1,900	3,362	168,021	174,652	30,813	5,960
Marital status							
Married	1,486,339	4,216	8,254	786,744	590,355	83,734	12,844
Widowed, divorced or separated	241,418	--	1,237	128,929	93,779	14,404	2,678
Never married	287,291	--	--	172,527	100,276	11,089	2,988
Level							
Elementary	988,436	--	--	589,952	347,770	44,650	5,259
Secondary	1,043,722	4,477	9,558	506,750	444,113	65,371	13,434
Region							
Northeast	431,240	--	2,637	193,411	196,258	33,286	4,708
North central	530,524	--	1,730	278,908	228,080	17,288	3,353
South	721,287	2,514	4,906	410,609	258,704	38,404	6,131
West	349,106	--	--	213,775	108,841	21,042	4,500

Table 3.--Number of public school teachers, by highest degree earned, and by type of curriculum, by selected characteristics: School year 1987-88 (continued)

Characteristic	Total	Level of degree					
		No degree	Associate	Bachelors	Masters	Education specialist	Doctorate*
Total teachers	2,323,204	4,905	9,991	1,211,903	929,421	145,469	21,185
Special education							
Total	291,046	+	--	115,200	137,537	35,449	2,492
Sex							
Male	35,419	+	--	11,143	16,874	6,486	--
Female	254,328	+	--	103,828	119,924	28,629	1,750
Race							
American Indian, Aleut. Eskimo	3,097	+	0	--	--	--	--
Asian or Pacific Islander	2,673	+	0	--	--	--	--
Black	25,141	+	0	10,503	11,809	2,597	--
White	255,143	+	--	101,240	120,302	31,260	2,112
Ethnic origin							
Hispanic**	6,067	+	--	3,317	2,024	--	--
Non-Hispanic	279,479	+	--	110,665	132,069	33,928	2,465
Age							
Less than 30	55,967	+	0	40,303	14,302	--	--
30 to 39	135,060	+	--	50,693	70,366	12,992	--
40 to 49	63,884	+	--	15,329	35,247	12,358	--
50 or more	32,148	+	--	8,243	15,216	8,081	--
Marital status							
Married	203,971	+	--	79,340	99,479	23,379	1,517
Widowed, divorced or separated	36,348	+	--	12,498	16,962	6,344	--
Never married	48,136	+	0	22,957	19,724	4,912	--
Level							
Elementary	193,143	+	--	81,581	88,716	21,216	--
Secondary	97,904	+	--	33,619	48,821	14,233	--
Region							
Northeast	64,463	+	--	19,426	36,293	7,753	--
North central	80,255	+	--	36,567	36,662	6,250	--
South	97,302	+	--	41,886	45,173	9,483	--
West	49,027	+	--	17,321	19,409	11,963	--

*Includes a very small number of law and medicine degree recipients.

**Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Cell entries may be underestimates because of item nonresponse.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 4.--Number and percentage of public school teachers, by type of curriculum, reporting status of teaching employment at the sampled school: School year 1987-88

Teaching at this school	Total number	Type of curriculum					
		Regular education			Special education		
		Number	Percent	Standard error	Number	Percent	Standard error
Total	2,323,204	1,935,311	100.0	0.20	387,893	100.0	0.48
Full time	2,145,828	1,799,953	93.0	0.21	345,875	89.2	0.51
3/4 or more, but less than full time	36,857	28,286	1.5	1.46	8,571	2.2	3.38
1/2 or more, but less than 3/4	83,488	63,676	3.3	0.98	19,812	5.1	1.97
1/4 or more, but less than 1/2	34,740	26,256	1.4	1.81	8,484	2.2	2.84
Less than 1/4	22,291	17,140	0.9	2.30	5,151	1.3	3.14

NOTE: Details may not add to totals because of rounding.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 5.--Number and percentage of public school teachers, by full-time teaching experience, and by type of curriculum, by selected characteristics: School year 1987-88

Characteristic	Regular education teachers full-time experience										Special education teachers full-time experience									
	Total number	Less than 3 years		3 to 9 years		10 to 20 years		More than 20 years			Total number	Less than 3 years		3 to 9 years		10 to 20 years		More than 20 years		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total teachers	1,935,311	155,664	100.0	464,226	100.0	859,815	100.0	453,509	100.0		387,893	29,732	100.0	140,409	100.0	173,826	100.0	43,430	100.0	
Sex																				
Male	615,382	37,626	24.2	117,506	25.4	269,639	31.5	190,091	42.1		65,779	4,853	16.4	15,182	10.9	31,927	18.4	13,810	32.1	
Female	1,311,016	117,598	75.8	344,753	74.6	585,845	68.5	261,242	57.9		320,153	24,754	83.6	124,489	89.1	141,243	81.6	29,179	67.9	
Race																				
Am. Indian, Aleut. Eskimo	20,432	1,473	1.0	4,833	1.1	9,368	1.1	4,668	1.0		4,238	--	0.1	1,344	1.0	2,634	1.5	--	0.6	
Asian or Pacif. Islander	18,069	2,187	1.4	3,836	0.8	7,531	0.9	4,515	1.0		3,237	--	0.9	--	0.6	1,749	1.0	--	0.9	
Black	154,708	9,366	6.1	26,888	5.9	70,378	8.3	47,745	10.7		35,310	2,711	9.3	10,281	7.4	16,974	9.9	5,343	12.7	
White	1,712,053	140,145	91.5	421,197	92.2	759,183	89.7	389,851	87.3		338,347	26,144	89.7	125,931	91.0	149,510	87.5	36,266	85.9	
Ethnic origin																				
Hispanic*	56,926	6,644	4.3	17,803	3.9	24,064	2.9	8,342	1.9		10,158	--	4.7	4,464	3.2	3,368	2.0	--	2.3	
Non-Hispanic	1,838,312	146,763	95.7	439,582	96.1	817,252	97.1	432,713	98.1		369,435	27,439	95.3	134,188	96.8	166,456	98.0	40,857	97.7	
Age																				
Less than 30	242,524	95,025	61.5	146,736	31.9	--	< 0.1	--	< 0.1		68,378	18,299	62.3	49,800	35.8	--	0.1	--	0.2	
30 to 39	642,673	40,629	26.3	209,268	45.5	391,679	46.1	--	0.1		170,531	7,861	26.8	64,358	46.2	98,037	57.3	--	0.4	
40 to 49	658,764	15,077	9.8	85,391	18.6	359,806	42.4	198,145	44.6		93,537	2,020	6.9	20,091	14.4	54,016	31.6	17,120	40.5	
50 or more	366,738	3,886	2.5	18,934	4.1	97,280	11.5	245,986	55.3		50,119	--	4.1	5,015	3.6	18,924	11.1	24,924	58.9	
Marital status																				
Married	1,422,291	90,750	58.8	334,540	72.6	665,728	78.1	329,784	73.4		268,017	15,920	53.9	97,697	70.2	125,283	72.7	28,629	67.1	
Widowed, divorced or separated	224,833	10,066	6.5	42,055	9.1	105,556	12.4	66,913	14.9		52,934	1,742	5.9	14,207	10.2	27,411	15.9	9,567	22.4	
Never married	272,075	53,653	34.7	84,326	18.3	80,881	9.5	52,850	11.8		63,351	11,872	40.2	27,281	19.6	19,726	11.4	4,473	10.5	
Level																				
Elementary	940,162	80,678	51.8	232,139	50.0	416,134	48.4	210,345	46.4		241,417	18,375	61.8	91,560	65.2	107,195	61.7	24,055	55.4	
Secondary	995,150	74,986	48.2	232,086	50.0	443,681	51.6	263,164	53.6		146,476	11,357	38.2	48,849	34.8	66,631	38.3	19,376	44.6	
Region																				
Northeast	406,815	25,600	16.5	77,451	16.7	193,481	22.5	109,805	24.2		88,889	6,356	21.4	31,365	22.3	39,714	22.9	11,319	26.1	
North central	509,302	38,054	24.5	111,175	24.0	225,219	26.2	134,215	29.6		101,478	7,986	26.9	35,357	25.2	45,843	26.4	12,123	27.9	
South	684,770	60,475	38.9	192,484	41.5	303,326	35.3	127,861	28.2		133,818	10,540	35.5	50,593	36.0	60,211	34.6	12,363	28.5	
West	334,425	31,535	20.3	83,117	17.9	137,789	16.0	81,628	18.0		63,708	4,850	16.3	23,095	16.5	28,058	16.1	7,626	17.6	

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*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 6a.--Number of regular education public school teachers, by age and sex, and by selected characteristics: School year 1987-88

Characteristic	Total regular education teachers	Age												
		Unreported	Under 30			30 to 39			40 to 49			50 or more		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	1,935,311	24,612	242,524	62,474	179,957	642,673	198,524	443,294	658,764	226,106	432,122	366,738	123,633	241,994
Sex														
Male	615,382	4,416												
Female	1,311,016	13,423												
Not reported	8,913	6,773												
Race														
Am. Indian, Aleut. Eskimo	20,432	--	2,411	--	1,851	6,595	2,083	4,511	7,457	2,418	5,039	3,660	--	2,586
Asian or Pacific Islander	18,069	--	1,970	--	1,370	5,256	1,975	3,281	6,785	--	5,819	3,970	--	2,899
Black	154,708	3,749	11,370	2,765	8,572	50,279	10,366	39,810	53,498	13,038	40,440	35,812	7,666	27,936
White	1,712,053	11,073	224,483	57,689	166,795	572,891	181,199	391,157	584,367	207,323	376,853	319,240	112,295	206,701
Ethnic origin														
Hispanic*	56,926	--	9,766	2,381	7,386	23,323	7,536	15,679	13,981	4,673	9,308	9,453	3,151	6,302
Non-Hispanic	1,838,312	14,727	231,038	59,407	171,598	609,837	187,224	422,034	634,138	217,887	416,012	348,571	117,742	230,291
Age														
Less than 30	242,524													
30 to 39	642,673													
40 to 49	658,764													
50 or more	366,738													
Marital status														
Married	1,422,291	9,256	138,441	35,268	103,140	488,819	155,813	332,493	512,153	189,656	322,042	273,623	106,140	166,927
Widowed, divorced, or separated	224,833	2,928	6,799	--	5,507	62,181	14,836	47,003	86,987	18,716	68,210	65,938	10,012	55,824
Never married	272,075	2,686	96,525	25,733	70,733	90,502	27,496	63,006	56,913	17,086	39,827	25,449	7,264	18,185
Level														
Elementary	940,162	12,437	121,172	11,360	109,812	315,420	46,673	268,185	304,376	44,323	259,763	186,757	22,707	163,839
Secondary	995,150	12,176	121,352	51,114	70,145	327,253	151,851	175,110	354,388	181,783	172,360	179,981	101,156	78,379

Table 6a.--Number of regular education public school teachers, by age and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total regular education teachers	Age												
		Unreported	Under 30			30 to 39			40 to 49			50 or more		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	1,935,311	24,612	242,524	62,474	179,957	642,673	198,524	443,294	658,764	226,106	432,122	366,738	123,633	241,994
Region														
Northeast	406,815	6,014	35,842	8,678	27,104	129,274	43,023	86,228	150,650	58,928	91,709	85,034	34,704	50,249
North central	509,302	6,103	62,534	19,412	43,122	163,616	56,807	106,772	178,691	70,410	108,179	98,358	34,751	63,524
South	684,770	8,137	107,253	24,320	82,900	248,326	60,340	187,215	213,419	52,864	160,321	107,636	27,021	80,436
West	334,425	4,360	36,895	10,065	26,830	101,456	38,354	63,080	116,004	43,904	71,912	75,710	27,386	48,009
Highest degree														
No degree	4,496	--	--	--	--	--	--	--	1,567	1,392	--	1,732	1,407	--
Associate	9,148	--	--	--	--	2,097	1,686	--	3,212	2,713	--	3,180	2,444	--
Bachelor's	1,039,036	10,451	207,036	52,265	154,711	360,172	104,569	255,071	301,945	77,580	224,020	159,433	38,575	120,606
Master's	759,748	12,628	31,865	9,011	22,821	248,184	80,900	166,985	299,387	119,187	180,010	167,684	66,317	100,963
Ed. Specialist	104,823	--	2,125	--	--	28,292	9,735	18,533	44,339	20,135	24,204	29,026	11,856	17,170
Doctorate	17,868	--	--	--	--	2,976	--	2,042	8,295	5,080	3,215	5,683	3,264	2,419
Years teaching														
Less than 3	155,664	--	95,025	23,437	71,528	40,629	8,918	31,602	15,077	3,437	11,640	3,886	1,543	2,343
3 to 9	464,226	3,896	146,736	38,787	107,916	209,269	61,072	147,955	85,391	11,684	73,666	18,934	5,263	13,671
10 to 20	859,815	10,674	--	--	--	391,679	128,185	262,990	359,806	122,241	237,196	97,280	17,558	79,657
Over 20	453,509	8,811	--	--	--	--	--	--	198,145	88,699	109,322	245,986	99,302	146,092
Nonschool employment														
No nonschool employment	1,475,827	22,039	149,334	31,127	118,114	491,478	115,619	375,463	509,934	131,021	378,485	303,043	83,418	219,112
Nonschool summer	148,406	--	46,681	12,265	34,416	48,776	25,824	22,797	37,182	20,914	16,180	14,905	9,515	5,391
School-year nonschool	115,672	--	13,906	5,913	7,993	37,274	16,491	20,587	42,805	25,227	17,578	21,134	11,157	9,914
Other summer/school-year	195,407	--	32,603	13,168	19,435	65,146	40,590	24,447	68,843	48,944	19,879	27,656	19,773	7,802
School-year base salary														
$10,000 or less	36,781	--	5,941	--	5,125	10,356	2,189	8,168	12,790	2,791	9,971	7,124	2,042	5,000
$10,001 to 15,000	17,584	--	6,365	2,053	4,312	6,661	1,454	5,207	2,902	1,117	1,784	1,533	--	1,087
$15,001 to 20,000	286,176	--	123,035	32,664	90,279	103,804	27,692	76,098	45,184	11,594	33,590	13,243	3,537	9,706
$20,001 to 25,000	452,787	3,646	71,189	16,835	54,354	208,030	60,785	146,812	124,637	27,036	97,527	45,285	8,805	36,480
$25,001 to 30,000	359,846	2,823	7,698	2,718	4,980	131,892	46,999	84,741	143,594	47,102	96,343	73,840	21,593	52,132
Over $30,000	516,631	5,279	1,300	--	--	97,795	40,183	57,587	239,686	110,620	128,925	172,573	72,311	100,163
Not reported	265,508	11,264	26,996	6,924	20,072	84,135	19,222	64,681	89,972	25,846	63,982	53,140	15,130	37,650

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 6b.--Number of special education public school teachers, by age and sex, and by selected characteristics: School year 1987-88

Characteristic	Total special education teachers	Age												
		Unreported	Under 30			30 to 39			40 to 49			50 or more		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	387,893	5,328	68,378	6,529	61,849	170,531	27,057	143,240	93,537	20,948	72,505	50,119	10,779	39,341
Sex														
Male	65,779	--												
Female	320,153	3,220												
Not reported	1,961	1,641												
Race														
Am. Indian, Aleut. Eskimo	4,238	--	--		--	--	--	--	1,847	--	--	--	--	--
Asian or Pacific Islander	3,237	--	--	--	--	--	--	--	--	--	--	--	--	--
Black	35,310	--	4,370	--	3,606	17,208	2,338	14,870	7,321	1,853	5,468	5,749	--	4,362
White	338,347	2,376	63,033	5,534	57,499	148,621	23,659	124,796	81,881	17,959	63,838	42,435	8,988	33,447
Ethnic origin														
Hispanic*	10,158	--	2,410	--	1,886	4,566	--	3,689	1,444	--	--	1,739	--	--
Non-Hispanic	369,435	3,263	65,304	5,569	59,735	163,660	25,805	137,697	90,030	19,826	70,120	47,178	10,318	36,860
Age														
Less than 30	68,378													
30 to 39	170,531													
40 to 49	93,537													
50 or more	50,119													
Marital status														
Married	268,017	--	39,474	3,100	36,374	123,783	19,808	103,857	68,596	15,972	52,539	34,253	8,631	25,622
Widowed, divorced, or separated	52,934	--	2,296	--	2,164	20,906	2,276	18,518	15,664	2,689	12,975	13,090	--	11,814
Never married	63,351	--	26,566	3,297	23,269	25,316	4,937	20,378	8,817	2,121	6,696	2,504	--	1,686
Level														
Elementary	241,417	3,474	47,049	2,687	44,363	108,828	9,121	99,521	52,877	5,813	47,065	29,188	2,583	26,605
Secondary	146,476	1,854	21,329	3,842	17,486	61,703	17,936	43,718	40,660	15,136	25,440	20,931	8,196	12,736

Table 6b.--Number of special education public school teachers, by age and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total special education teachers	Age												
		Unreported	Under 30			30 to 39			40 to 49			50 or more		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	387,893	5,328	68,378	6,529	61,849	170,531	27,057	143,240	93,537	20,948	72,505	50,119	10,779	39,341
Region														
Northeast	88,889	--	16,791	--	15,174	35,319	6,872	28,447	22,941	6,111	16,830	12,499	2,823	9,676
North central	101,478	--	18,352	1,555	16,798	45,858	6,692	39,165	22,874	4,845	18,029	12,832	3,444	9,388
South	133,818	--	25,153	2,183	22,970	62,870	8,478	54,172	29,203	5,728	23,475	14,878	2,490	12,388
West	63,708	--	8,081	1,174	6,907	26,484	5,015	21,454	18,518	4,264	14,170	9,911	2,022	7,889
Highest degree														
No degree	--	--	+	+	+	--	--	--	--	--	+	--	--	--
Associate	--	--	--	+	--	--	--	--	--	--	--	--	--	--
Bachelor's	172,866	--	50,756	4,632	46,124	73,418	12,360	60,912	30,824	5,683	25,140	16,832	3,029	13,803
Master's	169,672	3,237	15,985	1,627	14,358	81,636	11,643	69,914	46,630	10,935	35,695	22,184	4,491	17,693
Ed. specialist	40,647	--	--	--	--	13,860	2,603	11,247	14,684	3,490	11,110	9,868	2,490	7,378
Doctorate	3,318	--	--	--	--	--	--	--	--	--	--	--	--	--
Years teaching														
Less than 3	29,732	--	18,299	3,139	15,160	7,861	--	6,810	2,020	--	--	--	+	--
3 to 9	140,409	--	49,800	3,248	46,553	64,358	9,384	54,745	20,091	1,740	18,351	5,015	--	4,272
10 to 20	173,826	2,707	--	--	+	98,037	16,615	81,417	54,016	12,852	41,080	18,924	2,151	16,773
Over 20	43,430	--	--	+	--	--	--	--	17,120	5,693	11,428	24,924	7,884	17,040
Nonschool employment														
No nonschool employment	301,800	4,673	46,370	3,254	43,116	135,009	14,897	119,967	73,216	12,233	60,899	42,533	7,020	35,513
Nonschool summer	27,543	--	10,365	--	9,233	10,403	3,238	7,165	4,442	1,452	2,991	2,192	--	--
School-year nonschool	22,142	--	4,135	--	3,481	9,230	2,426	6,804	6,190	2,040	4,150	2,430	--	--
Other summer/school-year	36,408	--	7,508	--	6,019	15,889	6,496	9,303	9,689	5,224	4,465	2,965	1,541	--
School-year base salary														
$10,000 or less	8,794	--	--	+	--	4,402	--	4114	2,316	--	1,742	--	--	--
$10,001 to 15,000	3,952	--	1,856	--	1,776	1,144	--	--	--	+	--	--	+	--
$15,001 to 20,000	59,560	--	26,708	2,671	24,037	23,442	3,495	19,912	7,416	--	6,237	1,909	--	1,629
$20,001 to 25,000	101,798	--	25,060	2,223	22,837	51,291	8,479	42,812	17,696	2,467	15,228	7,407	--	6,125
$25,001 to 30,000	66,211	--	2,670	--	2,027	33,663	5,518	28,135	18,896	4,278	14,617	10,371	2,122	8,249
Over $30,000	79,264	--	--	--	--	26,432	5,657	20,775	30,273	9,333	20,941	20,759	5,461	15,298
Not reported	68,316	3,349	9,994	--	9,339	30,157	3,601	26,365	16,459	3,117	13,258	8,357	--	6,881

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 6c.--Number of total public school teachers, by age and sex, and by selected characteristics: School year 1987-88

Characteristic	Total teachers	Age												
		Unreported	Under 30			30 to 39			40 to 49			50 or more		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	2,323,204	29,941	310,901	69,003	241,806	813,204	225,580	586,533	752,301	247,054	504,627	416,857	134,641	281,559
Sex														
Male	681,161	4,882												
Female	1,631,168	16,644												
Not reported	10,875	8,415												
Race														
Am. Indian, Aleut. Eskimo	24,670	--	2,797	--	2,236	8,113	2,543	5,571	9,304	2,889	6,415	4,147	1,253	2,894
Asian or Pacific Islander	21,307	--	2,226	--	1,499	6,212	2,074	4,138	8,018	--	6,756	4,716	--	3,580
Black	190,018	4,410	15,740	3,528	12,178	67,487	12,705	54,680	60,819	14,892	45,908	41,562	9,053	32,298
White	2,050,400	13,448	287,517	63,223	224,294	721,512	204,858	515,953	666,248	225,282	440,690	361,675	121,283	240,148
Ethnic origin														
Hispanic*	67,084	--	12,176	2,904	9,272	27,889	8,391	19,367	15,425	4,978	10,447	11,191	3,511	7,680
Non-Hispanic	2,207,746	17,989	296,343	64,976	231,334	773,498	213,029	559,732	724,167	237,712	486,132	395,749	128,060	267,151
Age														
Less than 30	310,901													
30 to 39	813,204													
40 to 49	752,301													
50 or more	416,857													
Marital status														
Married	1,690,308	11,168	177,914	38,368	139,514	612,602	175,621	436,350	580,749	205,629	374,581	307,876	114,772	192,549
Widowed, divorced, or separated	277,767	3,907	9,094	1,423	7,671	83,087	17,112	65,521	102,651	21,405	81,185	79,028	11,288	67,638
Never married	335,426	2,835	123,091	29,030	94,002	115,817	32,433	83,385	65,730	19,207	46,523	27,952	8,081	19,871
Level														
Elementary	1,181,578	15,911	168,221	14,047	154,174	424,248	55,794	367,706	357,253	50,135	306,827	215,945	25,289	190,444
Secondary	1,141,626	14,030	142,680	54,956	87,632	388,956	169,786	218,827	395,048	196,919	197,799	200,912	109,352	91,115

Table 6c.--Number of total public school teachers, by age and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total teachers	Age: Unreported Total	Under 30 Total	Under 30 Males	Under 30 Females	30 to 39 Total	30 to 39 Males	30 to 39 Females	40 to 49 Total	40 to 49 Males	40 to 49 Females	50 or more Total	50 or more Males	50 or more Females
Number of teachers	2,323,204	29,941	310,901	69,003	241,806	813,204	225,580	586,533	752,301	247,054	504,627	416,857	134,641	281,559
Region														
Northeast	495,704	7,352	52,633	10,295	42,279	164,594	49,895	114,675	173,592	65,039	108,539	97,533	37,527	59,925
North central	610,779	7,664	80,886	20,966	59,920	209,474	63,499	145,937	201,565	75,256	126,208	111,190	38,195	72,912
South	818,588	9,851	132,406	26,503	105,870	311,196	68,818	241,387	242,622	58,592	183,797	122,514	29,511	92,824
West	398,133	5,074	44,976	11,239	33,737	127,941	43,368	84,535	134,522	48,168	86,082	85,620	29,408	55,897
Highest degree														
No degree	4,905		--	--	--	--	--	--	1,669	1,495	--	1,900	1,543	--
Associate	9,991	--	--	--	--	2,443	1,931	--	3,393	2,884	--	3,465	2,679	--
Bachelor's	1,211,903	11,488	257,791	56,898	200,834	433,590	116,929	315,982	332,769	83,263	249,160	176,264	41,603	134,409
Master's	929,421	15,865	47,850	10,638	37,178	329,820	92,544	236,899	346,017	130,122	215,705	189,868	70,808	118,656
Ed. specialist	145,469	2,059	3,341	--	2,749	42,152	12,338	29,780	59,023	23,625	35,314	38,895	14,346	24,548
Doctorate	21,185	--	--	--	--	3,969	--	2,931	9,411	5,646	3,765	6,465	3,662	2,803
Years teaching														
Less than 3	185,396	--	113,325	26,576	86,689	48,491	9,969	38,413	17,097	4,100	12,997	5,082	1,543	3,539
3 to 9	604,635	5,040	196,537	42,034	154,469	273,627	70,456	202,700	105,482	13,424	92,016	23,949	6,006	17,943
10 to 20	1,033,641	13,381	--	--	--	489,716	144,800	344,407	413,822	135,093	278,276	116,204	19,709	96,430
Over 20	496,939	9,932	--	--	--	--	--	--	215,265	94,391	120,749	270,910	107,186	163,132
Nonschool employment														
No nonschool employment	1,777,627	26,711	195,704	34,381	161,230	626,487	130,516	495,430	583,150	143,254	439,384	345,575	90,437	254,625
Nonschool summer	175,950	--	57,046	13,398	43,648	59,178	29,062	29,962	41,625	22,366	19,171	17,097	10,617	6,480
School-year nonschool	137,813	--	18,041	6,567	11,474	46,504	18,917	27,392	48,995	27,267	21,728	23,563	12,274	11,227
Other summer/school-year	231,814	--	40,111	14,657	25,454	81,034	47,086	33,749	78,532	54,167	24,344	30,621	21,313	9,227
School-year base salary														
$10,000 or less	45,574	--	7,121	--	6,305	14,759	2,477	12,282	15,106	3,365	11,712	8,020	2,200	5,738
$10,001 to 15,000	21,536	--	8,220	2,132	6,088	7,805	1,473	6,332	3,382	1,117	2,265	1,954	--	1,508
$15,001 to 20,000	345,735	--	149,743	35,334	114,316	127,246	31,187	96,010	52,601	12,773	39,828	15,151	3,817	11,335
$20,001 to 25,000	554,584	3,990	96,249	19,058	77,191	259,321	69,263	189,624	142,332	29,503	112,756	52,692	10,086	42,606
$25,001 to 30,000	426,057	3,434	10,368	3,361	7,007	165,555	52,517	112,876	162,489	51,381	110,960	84,211	23,715	60,382
Over $30,000	595,896	6,167	2,210	--	1,487	124,227	45,841	78,363	269,959	119,953	149,866	193,333	77,772	115,461
Not reported	333,823	14,613	36,990	7,578	29,411	114,292	22,823	91,046	106,432	28,962	77,241	61,497	16,606	44,530

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate.

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NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 7. Number of teachers receiving various pay incentives, by type of curriculum, and by type of incentive: School year 1987-88

Pay incentive	Total teachers	Percent	Regular education teachers			Special education teachers		
			Number	Percent	Standard error	Number	Percent	Standard error
Total teachers	2,323,204	100.0	1,935,311	83.3	11,651.2	387,893	16.7	5,207.2
Total receiving at least one incentive	570,339	100.0	476,031	83.5	7,902.7	94,309	16.5	2,862.1
As a master or mentor teacher	208,420	100.0	174,964	84.0	4,315.6	33,457	16.1	1,645.2
For teaching in a field of shortage	28,769	100.0	21,994	76.5	1,341.5	6,775	23.6	952.9
For teaching in a high priority location	28,130	100.0	22,264	79.2	1,839.7	5,866	20.9	763.0
Career ladder salary increase	363,237	100.0	306,643	84.4	5,847.0	56,594	15.6	2,457.7
For exceptional performance	54,970	100.0	44,743	81.4	2,708.4	10,226	18.6	783.5
For schoolwide performance improvement	60,184	100.0	48,049	79.8	2,412.8	12,135	20.2	1,194.3

NOTE: Numbers in details include multiple responses.

NOTE: Cell entries for teacher counts may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 8.--Percentage of full-time public school teachers having nonschool employment, by time of year, type of curriculum, and by selected characteristics: School year 1987-88

Characteristic	All teachers	No nonschool income	Nonschool income			No nonschool income	Nonschool income		
			School year only	Summer only	All year		School year only	Summer only	All year
Curriculum			Regular education teachers				Special education teachers		
Number of teachers	2,323,204	1,475,827	115,672	148,406	195,407	301,800	22,142	27,543	36,408
Sex		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	681,161	24.8	51.1	46.6	63.2	12.5	28.5	25.6	40.8
Female	1,631,168	75.2	48.9	53.4	36.9	87.5	71.5	74.4	59.2
Race		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Am. Indian, Aleut. Eskimo	24,670	1.0	1.4	1.4	1.0	1.0	0.6	0.9	2.4
Asian or Pacific Islander	21,307	1.0	0.6	1.0	0.8	1.0	0.8	0.1	0.4
Black	190,018	8.7	6.2	7.2	5.9	9.4	8.5	9.2	8.8
White	2,050,400	89.3	91.8	90.4	92.4	88.6	90.1	89.8	88.3
Ethnic origin		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic*	67,084	3.2	2.3	3.0	2.3	2.9	2.3	1.9	1.5
Non-Hispanic	2,207,746	96.9	97.7	97.0	97.7	97.1	97.7	98.2	98.6
Age		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 30	310,901	10.3	12.1	31.6	16.8	15.6	18.8	37.8	20.8
30 to 39	813,204	33.8	32.4	33.1	33.6	45,5	42.0	38.0	44.1
40 to 49	752,301	35.1	37.2	25.2	35.5	24.7	28.2	16.2	26.9
50 or more	416,857	20.8	18.3	10.1	14.2	14.3	11.1	8.0	8.2
Marital status		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Married	1,690,308	75.8	70.1	64.3	71.3	72.8	61.3	60.0	57.3
Widowed, divorced, or separated	277,767	11.7	14.7	11.0	10.9	13.4	14.2	13.5	17.1
Never married	335,426	12.6	15.2	24.8	17.8	13.9	24.5	26.6	25.5
Level		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary	1,181,578	59.6	44.4	47.4	40.6	71.1	60.5	62.7	60.1
Secondary	1,141,626	40.4	55.6	52.6	59.4	28.9	39.5	37.3	39.9
Region		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Northeast	495,704	20.4	23.2	19.7	25.6	21.6	26.0	24.2	30.8
North central	610,779	26.0	24.6	28.5	28.4	26.7	24.8	25.0	23.5
South	818,588	36.8	32.0	33.1	28.3	34.9	32.4	36.8	31.0
West	398,133	16.9	20.2	18.7	17.6	16.8	16.8	14.0	14.7

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*Hispanics may be of any race.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 9.--Average total earned income, base salary, and salary supplements for full-time public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88

Characteristic	Average total earned income	Average base salary	Number of teachers with supplemental contracts for school year	Average school year supplementary salary	Number of teachers with school supplemental contracts during summer	Average school supplementary salary during summer
Regular education						
All teachers	$28,460	$26,410	616,415	$2,155	300,520	$1,765
Sex						
Male	32,509	28,289	309,183	2,691	123,312	2,128
Female	26,496	25,492	305,727	1,606	176,511	1,513
Race						
Am. Indian, Aleut. Eskimo	28,612	26,159	6,890	3,946	3,409	2,796
Asian or Pacific Islander	30,007	28,255	4,915	2,245	3,234	1,849
Black	28,169	26,288	33,080	3,439	29,385	2,081
White	28,462	26,405	563,973	2,047	261,381	1,703
Ethnic origin						
Hispanic	27,526	25,202	16,471	2,565	11,480	2,477
Non-Hispanic	28,477	26,439	589,689	2,122	284,589	1,729
Age						
Less than 30	21,199	19,093	98,965	1,894	40,784	1,862
30 to 39	26,396	24,408	221,280	2,140	105,752	1,671
40 to 49	30,816	28,643	209,189	2,165	107,575	1,768
50 or more	32,745	30,917	82,819	2,400	44,287	1,906
Level						
Elementary	26,884	25,792	166,550	1,786	118,021	1,528
Secondary	29,910	26,976	449,865	2,292	182,499	1,918

Table 9.--Average total earned income, base salary, and salary supplements for full-time public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Average total earned income	Average base salary	Number of teachers with supplemental contracts for school year	Average school year supplementary salary	Number of teachers with school supplemental contracts during summer	Average school supplementary salary during summer
Special education						
All teachers	$27,114	$25,295	88,808	$1,987	60,840	$2,109
Sex						
Male	32,106	27,816	26,191	2,695	11,732	2,594
Female	26,025	24,744	62,460	1,693	48,810	2,001
Race						
Am. Indian, Aleut. Eskimo	27,528	25,142	--	--	--	--
Asian or Pacific Islander	31,110	28,993	--	--	--	--
Black	26,807	24,525	6,801	2,454	5,741	3,116
White	27,111	25,331	78,568	1,921	53,346	1,984
Ethnic origin						
Hispanic*	26,187	24,544	2,800	4,718	1,877	3,311
Non-Hispanic	27,129	25,307	84,485	1,897	57,818	2,063
Age						
Less than 30	21,597	19,863	18,866	1,810	13,283	1,980
30 to 39	26,328	24,604	38,770	2,055	26,773	2,181
40 to 49	29,953	27,916	22,228	1,927	14,838	1,964
50 or more	31,745	30,140	8,186	2,259	5,498	2,494
Level						
Elementary	26,084	24,695	39,696	1,954	37,159	2,066
Secondary	28,698	26,212	49,112	2,012	23,680	2,176

Table 9.--Average total earned income, base salary, and salary supplements for full-time public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Average total earned income	Average base salary	Number of teachers with supplemental contracts for school year	Average school year supplementary salary	Number of teachers with school supplemental contracts during summer	Average school supplementary salary during summer
Regular and special education						
All teachers	$28,245	$26,231	705,223	$2,134	361,360	$1,823
Sex						
Male	32,471	28,244	335,374	2,691	135,044	2,168
Female	26,407	25,350	368,186	1,620	225,321	1,619
Race						
Am. Indian, Aleut. Eskimo	28,429	25,984	8,184	3,836	3,850	2,831
Asian or Pacific Islander	30,176	28,372	5,818	2,342	3,686	2,015
Black	27,920	25,965	39,881	3,271	35,126	2,250
White	28,249	26,235	642,540	2,031	314,727	1,751
Ethnic origin						
Hispanic*	27,326	25,103	19,271	2,877	13,356	2,594
Non-Hispanic	28,261	26,257	674,173	2,094	342,407	1,786
Age						
Less than 30	21,283	19,257	117,832	1,881	54,067	1,891
30 to 39	26,382	24,447	260,051	2,127	132,525	1,774
40 to 49	30,713	28,556	231,417	2,142	122,413	1,792
50 or more	32,626	30,825	91,006	2,387	49,785	1,971
Level						
Elementary	26,728	25,578	206,247	1,818	155,180	1,657
Secondary	29,758	26,879	498,977	2,264	206,179	1,948

*Hispanics may be of any race.

NOTE: Total earned income may include income from nonschool employment in addition to base and supplemental salaries.

NOTE: Details of teacher counts may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools & Staffing Survey, 1987-88.

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Table 10.--Number and percentage of public school teachers, by type of certification in current primary, secondary, and best qualified teaching assignment fields, and by type of curriculum: School year 1987-88

	Teaching assignment					
Type of certification	Primary field		Secondary field		Best qualified field	
	Number	Percent	Number	Percent	Number	Percent
All teachers	2,323,204	100.0	2,323,204	100.0	2,323,204	100.0
Regular or standard	1,693,215	72.9	297,413	12.8	81,766	3.5
Probationary	55,772	2.4	11,648	0.5	3,207	0.1
Temporary or emergency or provisional	100,070	4.3	18,013	0.8	4,653	0.2
Reported certification but not type	0	0.0	90,298	3.9	24,384	1.1
No certification	60,403	2.6	225,398	9.7	48,264	2.1
No secondary assignment			1,450,228	62.4		
Not reported	413,745	17.8	230,206	9.9	2,160,932	93.0
Regular education	2,063,721	100.0	2,063,721	100.0	2,063,721	100.0
Regular or standard	1,516,398	73.5	257,095	12.5	64,305	3.1
Probationary	48,485	2.4	9,687	0.5	2,416	0.1
Temporary or emergency or provisional	83,578	4.1	13,567	0.7	3,466	0.2
Reported certification but not type	0	0.0	76,361	3.7	17,486	0.9
No certification	52,822	2.6	202,343	9.8	43,338	2.1
No secondary assignment			1,298,241	62.9		
Not reported	362,438	17.6	206,428	10.0	1,932,710	93.7
Special education	259,483	100.0	259,483	100.0	259,483	100.0
Regular or standard	176,817	68.1	40,317	15.5	17,461	6.7
Probationary	7,286	2.8	1,961	0.8	--	0.3
Temporary or emergency or provisional	16,492	6.4	4,446	1.7	--	0.5
Reported certification but not type	0	0.0	13,938	5.4	6,897	2.7
No certification	7,581	2.9	23,055	8.9	4,926	1.9
No secondary assignment			151,988	58.6		
Not reported	51,307	19.8	23,779	9.2	228,222	88.0

-- = Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 11a.--Number and percentage of public school regular educators, by ranking of teaching assignment, and by type of current teaching assignment field: School year 1987-88

Teaching assignment field	Ranking of teaching assignment					
	Primary field		Secondary field		Best qualified field	
	Number	Percent	Number	Percent	Number	Percent
Regular educators	2,063,721	100.0	2,063,721	100.0	2,063,721	100.0
All others	24,829	1.2	18,723	5.5	20,153	1.0
Art	52,550	2.5	6,677	2.0	54,744	2.7
Basic skills & remedial education	27,693	1.3	6,259	1.9	14,077	0.7
Bilingual education	12,374	0.6	3,710	1.1	9,693	0.5
Biology	43,988	2.1	9,506	2.8	59,639	2.9
Business education	51,109	2.5	5,550	1.6	54,023	2.7
Chemistry	15,459	0.7	6,724	2.0	17,039	0.8
Computer science	14,482	0.7	24,838	7.3	9,608	0.5
Earth science/geology	18,057	0.9	8,603	2.5	13,334	0.7
English as a second language	11,576	0.6	4,937	1.5	9,510	0.5
English/language arts	175,385	8.5	37,000	10.9	181,004	8.9
Foreign language	47,439	2.3	10,383	3.1	48,670	2.4
General and all other science	47,497	2.3	26,465	7.8	32,188	1.6
General elementary	679,697	32.9	6,865	2.0	627,013	30.9
Gifted	25,186	1.2	11,844	3.5	16,478	0.8
Health, physical education	130,555	6.3	26,974	8.0	145,561	7.2
Home economics	35,108	1.7	1,872	0.6	37,134	1.8
Industrial arts	38,569	1.9	3,160	0.9	38,398	1.9
Kindergarten	100,612	4.9	2,074	0.6	81,997	4.0
Mathematics	155,038	7.5	32,597	9.6	164,970	8.1
Music	109,384	5.3	3,411	1.0	109,514	5.4
Physics	6,800	0.3	8,497	2.5	6,160	0.3
Prekindergarten	3,808	0.2	--	0.2	5,239	0.3
Reading	54,005	2.6	31,652	9.4	79,081	3.9
Religion/philosophy	--	< 0.1	--	0.2	--	0.1
Social studies/social science	133,201	6.5	34,134	10.1	146,062	7.2
Vocational education	48,960	2.4	4,206	1.2	43,681	2.2
Not reported	0	0.0	1,725,610	+	37,249	+

-- = Too few cases (fewer than 30) for a reliable estimate; + = not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 11b.--Number and percentage of public school special educators, by ranking of teaching assignment, and by type of current teaching assignment field: School year 1987-88

Teaching assignment field	Ranking of teaching assignment					
	Primary field		Secondary field		Best qualified field	
	Number	Percent	Number	Percent	Number	Percent
Special educators	259,483	100.0	259,483	100.0	259,483	100.0
All others	--	0.1	--	2.3	--	0.1
Art	--	0.1	--	0.4	--	0.5
Basic skills & remedial education	--	0.4	--	1.9	--	0.3
Bilingual education	--	< 0.1	--	0.4	--	0.1
Biology	--	0.1	--	0.1	--	0.3
Business education	--	< 0.1	--	0.2	--	0.3
Chemistry	+	+	--	0.1	--	< 0.1
Computer science	--	< 0.1	--	1.2	--	< 0.1
Earth science/geology	--	< 0.1	--	0.2	--	0.1
Emotionally disturbed	22,635	8.7	7,732	14.9	19,611	7.8
English as a second language	--	< 0.1	--	0.2	--	0.1
English/language arts	--	0.4	--	2.4	2,898	1.1
Foreign language	--	0.1	--	< 0.1	--	< 0.1
General and all other science	--	0.1	--	0.9	--	0.3
General elementary	7,664	3.0	--	2.4	11,580	4.6
Gifted	--	0.3	--	0.9	--	0.1
Health, physical education	--	0.6	--	1.7	4,249	1.7
Home economics	--	0.2	--	0.5	--	0.4
Industrial arts	--	0.1	+	+	--	0.2
Kindergarten	--	0.6	--	0.4	--	0.5
Learning disabled	113,133	43.6	11,843	22.9	97,938	38.5
Mathematics	--	0.2	1,178	2.3	2,526	1.0
Mentally retarded	46,566	17.9	11,924	23.0	47,411	18.6
Music	--	0.1	+	+	--	0.1
Other special education	28,624	11.0	6,269	12.1	19,568	7.7
Physics	+	+	+	+	--	< 0.1
Prekindergarten	--	0.1	--	0.6	--	0.2
Reading	--	0.4	--	2.1	2,829	1.1
Religion/philosophy	+	+	+	+	--	< 0.1
Social studies/social science	--	0.2	--	2.7	4,521	1.8
Speech and hearing impaired	28,828	11.1	--	1.4	29,735	11.7
Vocational education	--	0.4	--	1.7	1,357	0.5
Not reported	0	0.0	207,680	+	5,094	+

-- = Too few cases (fewer than 30) for a reliable estimate; + = not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 12a.--Number of regular education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88

		Major purpose						
Characteristic	Number of teachers taking training*	Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
All teachers	819,376	115,984	371,357	28,288	4,440	11,373	41,234	90,586
Regular education teachers	602,554	99,846	339,614	24,852	4,262	2,043	38,198	81,244
Sex								
Male	152,398	27,382	84,808	6,314	--	--	14,406	18,065
Female	435,095	71,865	253,898	18,280	3,309	1,573	23,664	62,506
Race								
Am. Indian, Aleut. Eskimo	6,593	--	3,338	--	--	--	--	--
Asian or Pacific Islander	6,623	--	3,414	--	--	--	--	--
Black	48,428	9,997	27,690	--	--	--	3,817	5,247
White	519,796	85,687	301,448	22,207	4,028	1,444	33,048	71,933
Ethnic origin								
Hispanic**	19,044	4,636	8,596	1,468	--	--	--	3,227
Non-Hispanic	560,513	93,664	325,406	22,634	4,130	1,945	37,040	75,695
Age								
Less than 30	89,792	36,102	36,780	2,817	--	--	3,882	9,265
30 to 39	217,543	33,354	123,270	11,668	1,842	--	18,482	28,215
40 to 49	196,064	21,763	121,578	8,096	--	--	12,879	29,712
50 or more	80,146	7,632	54,480	1,950	--	--	2,643	12,864
Marital status								
Married	424,443	65,654	253,550	17,415	3,291	1,617	27,468	55,448
Widowed, divorced, or separated	69,253	10,097	40,230	2,840	--	--	4,602	10,836
Never married	91,557	23,178	43,534	4,220	--	--	5,856	14,022
Level								
Elementary	346,226	57,002	206,158	13,132	2,732	--	18,603	47,306
Secondary	243,833	42,844	133,455	11,720	1,530	--	19,594	33,938

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Table 12a.--Number of regular education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88 (continued)

		Major purpose						
Characteristic	Number of teachers taking training*	Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
Region								
Northeast	109,513	19,508	55,532	4,610	--	--	8,486	19,931
North central	132,788	17,473	79,493	6,625	--	--	9,464	18,090
South	229,528	44,188	137,720	8,354	--	--	13,580	23,673
West	118,230	18,678	66,869	5,264	--	--	6,668	19,549
Highest degree								
No degree	1,794	--	--	--	0	0	0	--
Associate	3,557	1,367	2,002	--	0	--	0	--
Bachelor's	305,581	64,922	178,753	12,616	2,431	--	11,516	34,530
2nd bachelor's	20,012	4,594	10,543	--	--	--	--	2,371
Master's	204,948	22,447	122,036	7,209	--	--	17,522	34,188
2nd master's	11,897	--	5,457	--	--	--	1,591	--
Ed. specialist	36,460	3,141	17,504	2,731	--	--	5,959	6,795
Doctorate	5,810	--	2,545	--	--	--	--	--
Years teaching								
Less than 3	66,481	42,566	15,977	1,308	--	--	--	4,602
3 to 9	172,788	29,166	99,210	8,428	1,613	--	12,704	20,866
10 to 20	240,410	20,337	150,171	12,223	1,538	--	18,958	36,531
Over 20	109,775	7,627	74,045	2,894	--	--	5,370	18,998
Nonschool employment								
No nonschool employment	448,621	67,324	265,491	18,738	3,343	1,587	28,560	63,579
Nonschool summer	47,592	15,092	21,656	1,880	--	0	3,139	5,483
School-year nonschool	35,967	6,404	20,053	1,982	--	--	2,776	4,349
Other summer/school-year	57,880	11,026	32,414	2,252	--	--	3,723	7,832

Table 12a.--Number of regular education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Number of teachers taking training*	Major purpose						
		Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
School-year base salary								
$10,000 or less	11,183	3,269	5,502	--	0	--	--	--
$10,001 to 15,000	4,601	1,876	1,745	--	0	0	--	--
$15,001 to 20,000	96,708	33,346	45,973	2,937	--	--	4,434	8,436
$20,001 to 25,000	154,137	30,906	87,267	6,951	--	--	9,859	17,706
$25,001 to 30,000	111,955	10,913	71,180	4,331	--	--	7,894	16,436
Over $30,000	130,792	7,817	80,524	5,217	--	--	10,323	25,540

*Of teachers reporting training, 142,205 did not specify whether they were regular or special education teachers.

**Hispanics may be of any race.

-- = Too few cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 12b.--Number of special education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88

Characteristic	Number of teachers taking training*	Major purpose Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
All teachers	819,376	115,984	371,357	28,288	4,440	11,373	41,234	90,586
Special education teachers	74,617	16,138	31,743	3,436	--	9,330	3,036	9,342
Sex								
Male	12,513	2,201	5,678	--	0	2,369	--	--
Female	60,448	13,937	25,997	2,758	--	6,961	2,201	8,416
Race								
Am. Indian, Aleut. Eskimo	--	--	--	0	0	--	--	0
Asian or Pacific Islander	--	0	--	0	0	--	--	--
Black	7,375	--	3,249	--	0	--	--	--
White	63,582	14,018	27,477	2,914	--	8,119	2,821	8,056
Ethnic origin								
Hispanic**	2,407	--	--	--	0	--	--	--
Non-Hispanic	69,922	15,005	30,744	3,236	--	8,971	2,883	8,906
Age								
Less than 30	18,599	6,300	7,035	--	0	1,889	--	2,122
30 to 39	27,760	4,700	14,167	--	--	3,507	--	2,913
40 to 49	18,203	3,148	7,030	--	--	2,996	--	2,664
50 or more	7,615	--	3,097	--	0	--	--	--
Marital status								
Married	47,679	10,787	20,846	1,798	--	5,900	--	6,493
Widowed, divorced, or separated	10,240	1,538	4,830	--	--	--	--	--
Never married	14,671	3,602	5,999	--	--	1,740	--	1,744
Level								
Elementary	47,299	10,470	20,328	2,309	--	5,970	--	6,076
Secondary	25,904	5,668	11,415	--	--	3,361	--	3,266

Table 12b.--Number of special education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Number of teachers taking training*	Major purpose						
		Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
Region								
Northeast	14,795	3,740	5,924	--	0	--	--	--
North central	19,690	4,137	8,754	--	--	2,619	--	1,998
South	26,682	6,494	11,757	--	--	3,281	--	3,146
West	12,036	1,768	5,308	--	--	1,819	--	2,290
Highest degree								
No degree	--	0	--	0	0	0	0	0
Associate	--	--	--	0	0	--	0	0
Bachelor's	32,369	9,496	13,411	--	--	4,400	--	2,963
2nd bachelor's	3,629	--	--	--	0	--	0	--
Master's	28,561	4,514	14,083	--	--	2,868	--	4,048
2nd master's	--	--	--	--	0	--	--	--
Ed. specialist	6,307	--	2,116	--	0	--	--	1,758
Doctorate	--	--	--	--	0	0	0	--
Years teaching								
Less than 3	9,310	5,120	1,738	--	0	--	--	--
3 to 9	30,527	6,971	13,400	1,982	--	4,057	--	3,018
10 to 20	26,241	3,164	13,942	--	--	3,633	--	3,261
Over 20	7,083	--	2,621	--	--	--	--	1,809
Nonschool employment								
No nonschool employment	54,122	11,343	23,834	2,314	--	7,611	--	7,067
Nonschool summer	6,495	1,950	2,858	--	0	--	--	--
School year nonschool	4,958	--	1,868	--	0	--	--	--
Other summer/school year	7,628	--	3,183	--	--	--	--	--

Table 12b.--Number of special education public school teachers taking education or teaching-related courses, by major purpose, type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Number of teachers taking training*	Major purpose: Initial certification for current position	Maintain or improve qualifications for current position	Retrain to teach different subject	Retrain to teach different grade	Retrain to teach handicapped or learning disabled	Credentials in new nonteaching areas	Other
School-year base salary								
$10,000 or less	2,206	--	--	--	0	--	--	--
$10,001 to 15,000	--	--	--	0	0	0	0	0
$15,001 to 20,000	14,449	4,960	5,256	--	0	2,393	--	--
$20,001 to 25,000	22,206	5,216	9,740	--	--	2,580	--	2,521
$25,001 to 30,000	10,639	--	5,019	--	--	1,569	--	1,484
Over $30,000	10,934	--	5,244	--	0	--	--	2,546

*Of teachers reporting training, 142,205 did not specify whether they were regular or special education teachers.

**Hispanics may be of any race.

-- = Too few cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 13.--Number and percentage of special education public school teachers taking education or teaching-related inservice or college courses, by major purpose, and by current special education teaching assignment field: School year 1987-88

Teaching assignment field	Number of teachers taking training*	Major purpose													
		Initial certification for current position	Percent	Maintain or improve qualifications for current position	Percent	Retrain to teach different subject	Percent	Retrain to teach different grade	Percent	Retrain to teach handicapped or learning disabled	Percent	Credentials in new nonteaching areas	Percent	Other	Percent
All teachers	819,376	115,984		371,357		28,288		4,440		11,373		41,234		90,586	
Special education teachers	74,617	16,138	100.0	31,743	100.0	3,436	100.0	--	100.0	9,330	100.0	3,036	100.0	9,342	100.0
Mentally retarded	11,620	2,878	17.8	5,309	16.7	--	11.8	--	17.7	--	17.3	0	0.0	1,381	14.8
Emotionally disturbed	7,959	2,439	15.1	2,842	9.0	--	16.3	0	0.0	--	10.6	--	12.2	--	8.1
Learning disabled	29,345	7,519	46.6	12,274	38.7	--	49.4	--	17.8	4,638	49.7	--	10.0	2,882	30.9
Speech and hearing impaired	5,966	--	2.6	4225	13.3	--	1.9	0	0.0	--	0.6	--	6.8	--	10.7
Other special education	18,314	2,891	17.9	7,092	22.3	--	20.6	--	64.5	2,031	21.8	2,156	71.0	3,321	35.6
Not reported	1,414	+	+	+	+	+	+	+	+	+	+	+	+	+	+

*Of teachers reporting training, 142,205 did not specify whether they were regular or special education teachers.

-- = Too few cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell counts may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 14a.--Number and percentage of public school special education teachers, by current primary special education teaching assignment field, and by selected characteristics: School year 1987-88

	Primary special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
Characteristic	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	259,483	100.0	46,566	18.0	22,635	8.7	113,133	43.6	28,828	11.1	28,624	11.0	19,697	7.6
Sex														
Male	39,168	100.0	8,244	21.1	5,301	13.5	14,839	37.9	1,721	4.4	4,590	11.7	4,473	11.4
Female	219,379	100.0	38,186	17.4	17,305	7.9	97,929	44.6	26,995	12.3	23,879	10.9	15,085	6.9
Race														
Am. Indian, Aleut. Eskimo	3,213	100.0	--	8.4	--	13.5	--	51.2	--	8.9	--	10.7	--	7.2
Asian or Pacific Islander	2,274	100.0	--	13.2	--	13.4	--	46.8	--	3.5	--	12.3	--	10.8
Black	23,642	100.0	6,555	27.7	2,206	9.3	8,814	37.3	2,496	10.6	2,208	9.3	1,363	5.8
White	226,163	100.0	38,641	17.1	19,427	8.6	100,018	44.2	25,458	11.3	25,236	11.2	17,382	7.7
Ethnic origin														
Hispanic*	6,215	100.0	--	13.4	--	8.0	2,307	37.1	--	8.0	--	15.1	--	18.4
Non-Hispanic	248,037	100.0	45,043	18.2	21,849	8.8	108,726	43.8	27,620	11.1	26,725	10.8	18,073	7.3
Age														
Less than 30	52,011	100.0	9,992	19.2	5,524	10.6	22,966	44.2	6,207	11.9	4,317	8.3	3,006	5.8
30 to 39	117,994	100.0	21,295	18.1	9,850	8.4	49,089	41.6	14,001	11.9	14,116	12.0	9,644	8.2
40 to 49	56,165	100.0	7,962	14.2	5,041	9.0	26,395	47.0	5,997	10.7	6,715	12.0	4,055	7.2
50 or more	29,902	100.0	6,585	22.0	1,988	6.7	13,419	44.9	2,242	7.5	3,125	10.5	2,543	8.5
Marital status														
Married	177,414	100.0	31,534	17.8	15,201	8.6	77,677	43.8	19,900	11.2	19,579	11.0	13,523	7.6
Widowed, divorced, or separated	34,640	100.0	6,995	20.2	2,755	8.0	14,423	41.6	3,647	10.5	4,247	12.3	2,573	7.4
Never married	44,956	100.0	7,690	17.1	4,567	10.2	20,032	44.6	5,090	11.3	4,537	10.1	3,040	6.8
Level														
Elementary	160,446	100.0	27,235	17.0	11,615	7.2	66,489	41.4	24,542	15.3	17,924	11.2	12,642	7.9
Secondary	99,037	100.0	19,330	19.5	11,021	11.1	46,644	47.1	4,286	4.3	10,700	10.8	7,056	7.1

Table 14a.--Number and percentage of public school special education teachers, by current primary special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

	Primary special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
Characteristic	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region														
Northeast	56,273	100.0	6,307	11.2	6,960	12.4	26,556	47.2	4,745	8.4	7,398	13.2	4,307	7.7
North central	70,274	100.0	16,737	23.8	6,977	9.9	26,168	37.2	9,143	13.0	5,772	8.2	5,478	7.8
South	91,322	100.0	18,564	20.3	6,194	6.8	39,358	43.1	10,515	11.5	10,061	11.0	6,631	7.3
West	41,614	100.0	4,957	11.9	2,505	6.0	21,051	50.6	4,425	10.6	5,394	13.0	3,282	7.9
Highest degree														
No degree	--	100.0	--	19.4	♦	♦	--	15.0	♦	♦	--	39.8	--	25.9
Associate	--	100.0	--	10.3	♦	♦	--	7.4	♦	♦	--	10.1	--	72.2
Bachelor's	104,032	100.0	22,754	21.9	8,932	8.6	43,351	41.7	10,414	10.0	10,793	10.4	7,790	7.5
2nd bachelor's	10,015	100.0	1,715	17.1	--	12.5	4,685	46.8	--	3.5	--	10.3	--	9.9
Master's	109,349	100.0	17,289	15.8	8,889	8.1	46,451	42.5	15,661	14.3	13,255	12.1	7,805	7.1
2nd master's	7,079	100.0	--	10.4	--	15.1	3,576	50.5	--	6.7	--	9.8	--	7.5
Ed. specialist	26,108	100.0	3,729	14.3	2,084	8.0	14,174	54.3	--	6.2	2,658	10.2	1,857	7.1
Doctorate	2,435	100.0	--	11.4	--	17.0	--	35.0	--	13.3	--	4.5	--	18.7
Years teaching														
Less than 3	22,123	100.0	4,812	21.8	2,456	11.1	8,876	40.1	1,671	7.6	2,924	13.2	--	6.3
3 to 9	102,121	100.0	17,870	17.5	9,907	9.7	46,379	45.4	11,752	11.5	9,899	9.7	6,314	6.2
10 to 20	112,768	100.0	18,375	16.3	9,216	8.2	48,982	43.4	13,211	11.7	13,264	11.8	9,721	8.6
Over 20	22,117	100.0	5,460	24.7	--	4.8	8,793	39.8	1,993	9.0	2,536	11.5	2,278	10.3
Nonschool employment														
No nonschool employment	204,689	100.0	36,991	18.1	17,062	8.3	90,104	44.0	23,032	11.3	22,561	11.0	14,940	7.3
Nonschool summer	18,338	100.0	3,867	21.1	1,388	7.6	7,803	42.6	1,416	7.7	1,943	10.6	1,922	10.5
School-year nonschool	12,760	100.0	2,084	16.3	1,555	12.2	5,422	42.5	--	10.8	--	11.8	--	6.5
Other summer/school-year	23,696	100.0	3,624	15.3	2,631	11.1	9,805	41.4	3,005	12.7	2,619	11.1	2,013	8.5

Table 14a.--Number and percentage of public school special education teachers, by current primary special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total		Primary special education teaching assignment field											
			Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School-year base salary														
$10,000 or less	6,761	100.0	1,713	25.3	--	9.1	2,013	29.8	--	11.4	--	14.2	--	10.3
$10,001 to $15,000	2,820	100.0	--	22.1	--	1.0	1,364	48.4	--	3.3	--	19.8	--	5.5
$15,001 to $20,000	42,937	100.0	10,459	24.4	3,796	8.8	18,627	43.4	2,463	5.7	4,879	11.4	2,712	6.3
$20,001 to $25,000	70,571	100.0	13,636	19.3	7,424	10.5	32,549	46.1	5,069	7.2	7,598	10.8	4,295	6.1
$25,001 to $30,000	42,060	100.0	8,514	20.2	3,748	8.9	19,197	45.6	2,491	5.9	4,244	10.1	3,866	9.2
Over $30,000	48,998	100.0	7,150	14.6	4,731	9.7	22,550	46.0	3,994	8.2	6,013	12.3	4,561	9.3
Not reported	45,337	100.0	4,470	9.9	2,296	5.1	16,834	37.1	13,950	30.8	4,374	9.7	3,412	7.5

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 14b.--Number and percentage of public school special education teachers, by current secondary special education teaching assignment field, and by selected characteristics: School year 1987-88

	Secondary special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
Characteristic	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	259,483	100.0	11,924	4.6	7,732	3.0	11,843	4.6	--	0.3	6,269	2.4	220,996	85.2
Sex														
Male	39,168	100.0	1,538	3.9	--	2.8	2,209	5.6	--	0.6	--	3.6	32,662	83.4
Female	219,379	100.0	10,347	4.7	6,578	3.0	9,614	4.4	--	0.2	4,803	2.2	187,574	85.5
Race														
Am. Indian, Aleut. Eskimo	3,213	100.0	--	11.6	+	+	--	5.1	+	+	--	1.3	2,635	82.0
Asian or Pacific Islander	2,274	100.0	--	2.7	+	+	--	3.6	--	0.2	--	1.4	2,095	92.1
Black	23,642	100.0	--	3.3	--	2.6	--	2.8	--	0.3	--	1.6	21,159	89.5
White	226,163	100.0	10,542	4.7	6,975	3.1	10,896	4.8	--	0.3	5,773	2.6	191,361	84.6
Ethnic origin														
Hispanic*	6,215	100.0	--	1.9	--	3.9	--	4.8	+	+	--	3.3	5,354	86.2
Non-Hispanic	248,037	100.0	11,422	4.6	7,377	3.0	11,419	4.6	--	0.3	6,020	2.4	211,088	85.1
Age														
Less than 30	52,011	100.0	1,803	3.5	1,484	2.9	2,996	5.8	--	0.1	--	1.5	44,915	86.4
30 to 39	117,994	100.0	6,183	5.2	3,911	3.3	4,986	4.2	--	0.2	2,717	2.3	99,972	84.7
40 to 49	56,165	100.0	2,258	4.0	1,714	3.1	2,568	4.6	--	0.5	1,351	2.4	47,973	85.4
50 or more	29,902	100.0	--	5.0	--	1.7	--	4.3	--	0.2	--	4.2	25,300	84.6
Marital status														
Married	177,414	100.0	8,895	5.0	4,783	2.7	7,917	4.5	--	0.3	4,688	2.6	150,686	84.9
Widowed, divorced, or seperated	34,640	100.0	1,624	4.7	--	3.1	1,955	5.6	--	0.1	--	2.2	29,210	84.3
Never married	44,956	100.0	--	2.9	1,798	4.0	1,971	4.4	--	0.6	--	1.4	39,001	86.8
[illegible]														
Elementary	160,446	100.0	6,275	3.9	3,979	2.5	6,576	4.1	--	0.2	3,482	2.2	139,863	87.2
Secondary	99,037	100.0	5,649	5.7	3,753	3.8	5,267	5.3	--	0.5	2,787	2.8	81,133	81.9

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Table 14b.--Number and percentage of public school special education teachers, by current secondary special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

	Secondary special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
Characteristic	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region														
Northeast	56,273	100.0	--	2.9	1,749	3.1	2,507	4.5	--	0.2	--	3.0	48,576	86.3
North central	70,274	100.0	2,982	4.2	2,197	3.1	3,687	5.3	--	0.4	1,487	2.1	59,611	84.8
South	91,322	100.0	5,740	6.3	2,290	2.5	3,919	4.3	--	0.3	2,237	2.5	76,895	84.2
West	41,614	100.0	1,574	3.8	1,496	3.6	1,730	4.2	--	0.1	--	2.1	35,914	86.3
Highest degree														
No degree	--	100.0	‡	‡	‡	‡	--	25.9	‡	‡	‡	‡	--	74.1
Associate	--	100.0	--	17.8	‡	‡	--	31.2	‡	‡	--	5.9	--	45.1
Bachelor's	104,032	100.0	5,186	5.0	2,606	2.5	5,233	5.0	--	0.3	1,981	1.9	88,688	85.3
2nd bachelor's	10,015	100.0	--	5.8	--	1.6	--	7.1	--	0.4	--	2.9	8,246	82.3
Master's	109,349	100.0	4,848	4.4	3,827	3.5	3,898	3.6	--	0.2	2,974	2.7	93,544	85.6
2nd master's	7,079	100.0	--	3.0	--	3.4	--	3.9	‡	‡	--	0.5	6,318	89.3
Ed. specialist	26,108	100.0	--	3.3	--	3.3	--	5.5	--	0.3	--	3.3	21,994	84.2
Doctorate	2,435	100.0	--	7.5	--	1.4	--	6.2	‡	‡	--	4.6	1,955	80.3
Years teaching														
Less than 3	22,123	100.0	--	2.6	--	3.3	--	6.5	--	< 0.1	--	2.0	18,955	85.7
3 to 9	102,121	100.0	4,705	4.6	2,763	2.7	4,584	4.5	--	0.2	2,080	2.0	87,776	86.0
10 to 20	112,768	100.0	5,749	5.1	3,929	3.5	4,813	4.3	--	0.4	2,864	2.5	94,952	84.2
Over 20	22,117	100.0	--	4.1	--	1.5	--	4.4	--	0.2	--	4.0	19,000	85.9
Nonschool employment														
No nonschool employment	204,689	100.0	9,403	4.6	5,633	2.8	9,344	4.6	--	0.3	4,809	2.4	174,963	85.5
Nonschool summer	18,338	100.0	--	3.8	--	4.2	--	4.0	--	0.1	--	2.2	15,708	85.7
School-year nonschool	12,760	100.0	--	4.0	--	4.3	--	5.2	--	0.6	--	3.8	10,463	82.0
Other summer/school-year	23,696	100.0	1,317	5.6	--	3.3	--	4.6	--	0.4	--	2.4	19,862	83.8

Table 14b.--Number and percentage of public school special education teachers, by current secondary special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total Number	Total Percent	Mentally retarded Number	Mentally retarded Percent	Emotionally disturbed Number	Emotionally disturbed Percent	Learning disabled Number	Learning disabled Percent	Speech and hearing impaired Number	Speech and hearing impaired Percent	Other special education Number	Other special education Percent	Other Number	Other Percent
School-year base salary														
$10,000 or less	6,761	100.0	--	1.8	--	1.2	--	5.5	+	+	--	1.9	6,061	89.7
$10,001 to $15,000	2,820	100.0	--	16.4	+	+	--	6.1	+	+	--	3.9	2,078	73.7
$15,001 to $20,000	42,937	100.0	3,011	7.0	1,357	3.2	2,883	6.7	--	0.1	--	1.8	34,861	81.2
$20,001 to $25,000	70,571	100.0	4,147	5.9	2,387	3.4	3,426	4.9	--	0.2	--	2.1	58,987	83.6
$25,001 to $30,000	42,060	100.0	1,875	4.5	--	3.4	1,901	4.5	--	0.5	--	3.5	35,149	83.6
Over $30,000	48,998	100.0	--	2.4	--	2.7	1,829	3.7	--	0.6	--	2.3	43,256	88.3
Not reported	45,337	100.0	--	2.5	--	2.5	--	2.8	--	< 0.1	--	2.7	40,604	89.6

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 14c.--Number and percentage of public school special education teachers, by best qualified special education teaching assignment field, and by selected characteristics: School year 1987-88

			Best qualified special education teaching assignment field											
Characteristic	Total Number	Total Percent	Mentally retarded Number	Mentally retarded Percent	Emotionally disturbed Number	Emotionally disturbed Percent	Learning disabled Number	Learning disabled Percent	Speech and hearing impaired Number	Speech and hearing impaired Percent	Other special education Number	Other special education Percent	Other Number	Other Percent
Total	259,483	100.0	47,411	18.3	19,811	7.6	97,938	37.7	29,735	11.5	19,568	7.5	45,021	17.4
Sex														
Male	39,168	100.0	7,836	20.0	4,135	10.6	10,999	28.1	1,847	4.7	2,157	5.5	12,194	31.1
Female	219,379	100.0	39,522	18.0	15,519	7.1	86,676	39.5	27,769	12.7	17,292	7.9	32,601	14.9
Race														
Am. Indian, Aleut. Eskimo	3,213	100.0	--	13.7	--	5.9	--	37.3	--	8.9	--	10.2	--	24.0
Asian or Pacific Islander	2,274	100.0	--	22.4	--	8.6	--	38.7	--	5.9	--	4.1	--	20.3
Black	23,642	100.0	5,599	23.7	--	6.8	7,066	29.9	2,330	9.9	--	7.0	5,378	22.8
White	226,163	100.0	40,101	17.7	17,470	7.7	87,369	38.6	26,469	11.7	17,166	7.6	37,587	16.6
Ethnic origin														
Hispanic*	6,215	100.0	--	12.4	--	10.6	2,171	34.9	--	10.6	--	9.5	--	22.0
Non-Hispanic	248,037	100.0	46,081	18.6	18,790	7.6	94,087	37.9	28,228	11.4	18,387	7.4	42,464	17.1
Age														
Less than 30	52,011	100.0	10,271	19.8	4,809	9.3	18,833	36.2	6,871	13.2	3,635	7.0	7,591	14.6
30 to 39	117,994	100.0	23,080	19.6	9,221	7.8	44,129	37.4	14,191	12.0	9,184	7.8	18,189	15.4
40 to 49	56,165	100.0	8,155	14.5	3,960	7.1	22,717	40.5	6,148	11.0	4,242	7.6	10,944	19.5
50 or more	29,902	100.0	5,358	17.9	1,558	5.2	11,600	38.8	2,136	7.1	2,305	7.7	6,944	23.2
Marital status														
Married	177,414	100.0	32,408	18.3	12,836	7.2	67,768	38.2	20,649	11.6	13,616	7.7	30,137	17.0
Widowed, divorced, or separated	34,640	100.0	6,511	18.8	2,672	7.7	13,242	38.2	3,743	10.8	2,171	6.3	6,302	18.2
Never married	44,956	100.0	8,109	18.0	3,993	8.9	15,977	35.5	5,145	11.5	3,559	7.9	8,173	18.2
Level														
Elementary	160,446	100.0	27,941	17.4	10,134	6.3	60,631	37.8	24,686	15.4	13,315	8.3	23,740	14.8
Secondary	99,037	100.0	19,470	19.7	9,676	9.8	37,308	37.7	5,048	5.1	6,254	6.3	21,281	21.5

Table 14c.--Number and percentage of public school special education teachers, by best qualified special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Best qualified special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region														
Northeast	56,273	100.0	7,766	13.8	6,095	10.8	22,163	39.4	4,770	8.5	4,678	8.3	10,802	19.2
North central	70,274	100.0	16,432	23.4	5,853	8.3	23,145	32.9	9,191	13.1	4,844	6.9	10,811	15.4
South	91,322	100.0	17,162	18.8	5,347	5.9	34,303	37.6	11,368	12.5	6,602	7.2	16,540	18.1
West	41,614	100.0	6,051	14.5	2,516	6.1	18,327	44.0	4,406	10.6	3,445	8.3	6,868	16.5
Highest degree														
No degree	--	100.0	--	10.5	--	5.2	--	15.0	+	+	+	+	--	69.4
Associate	--	100.0	--	24.7	--	5.0	--	2.3	+	+	--	5.8	--	62.3
Bachelor's	104,032	100.0	22,863	22.0	7,762	7.5	36,306	34.9	11,091	10.7	7,307	7.0	18,703	18.0
2nd bachelor's	10,015	100.0	2,012	20.1	--	9.9	4,258	42.5	--	3.3	--	8.3	1,590	15.9
Master's	109,349	100.0	17,766	16.3	8,224	7.5	41,865	38.3	15,722	14.4	9,373	8.6	16,399	15.0
2nd master's	7,079	100.0	--	12.7	--	6.8	2,620	37.0	--	7.4	--	7.8	2,004	28.3
Ed. specialist	26,108	100.0	3,557	13.6	1,940	7.4	12,173	46.6	--	6.6	1,379	5.3	5,336	20.4
Doctorate	2,435	100.0	--	9.0	--	16.0	--	28.3	--	14.2	--	4.2	--	28.3
Years teaching														
Less than 3	22,123	100.0	4,691	21.2	2,530	11.4	6,375	28.8	1,708	7.7	2,424	11.0	4,394	19.9
3 to 9	102,121	100.0	18,723	18.3	8,115	8.0	39,846	39.0	12,149	11.9	6,730	6.6	16,558	16.2
10 to 20	112,768	100.0	18,856	16.7	8,215	7.3	44,360	39.3	13,638	12.1	8,953	7.9	18,746	16.6
Over 20	22,117	100.0	5,141	23.2	--	4.3	7,211	32.6	2,039	9.2	1,460	6.6	5,323	24.1
Nonschool employment														
No nonschool employment	204,689	100.0	38,173	18.7	14,641	7.2	78,580	38.4	23,745	11.6	15,121	7.4	34,430	16.8
Nonschool summer	18,338	100.0	3,624	19.8	1,871	10.2	6,418	35.0	1,467	8.0	1,733	9.5	3,225	17.6
School-year nonschool	12,760	100.0	2,127	16.7	1,452	11.4	4,387	34.4	--	11.1	--	6.7	2,524	19.8
Other summer/school-year	23,696	100.0	3,487	14.7	1,846	7.8	8,554	36.1	3,104	13.1	1,863	7.9	4,842	20.4

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Table 14c.--Number and percentage of public school special education teachers, by best qualified special education teaching assignment field, and by selected characteristics: School year 1987-88 (continued)

	Best qualified special education teaching assignment field													
	Total		Mentally retarded		Emotionally disturbed		Learning disabled		Speech and hearing impaired		Other special education		Other	
Characteristic	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School-year base salary														
$10,000 or less	6,761	100.0	--	21.2	--	7.2	--	28.7	--	11.4	--	13.5	--	18.0
$10,001 to $15,000	2,820	100.0	--	26.4	--	1.0	--	27.6	--	3.3	--	16.0	--	25.9
$15,001 to $20,000	42,937	100.0	9,514	22.2	3,534	8.2	14,648	34.1	2,576	6.0	3,307	7.7	9,357	21.8
$20,001 to $25,000	70,571	100.0	14,485	20.5	6,449	9.1	28,005	39.7	5,521	7.8	5,165	7.3	10,946	15.5
$25,001 to $30,000	42,060	100.0	8,366	19.9	3,016	7.2	17,979	42.8	2,901	6.9	3,041	7.2	6,757	16.1
Over $30,000	48,998	100.0	8,144	16.6	4,275	8.7	19,923	40.7	3,963	8.1	3,709	7.6	8,984	18.3
Not reported	45,337	100.0	4,726	10.4	2,024	4.5	14,665	32.4	13,913	30.7	2,981	6.6	7,028	15.5

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 15.--Number and percentage of public school teachers, by type of curriculum, agreeing or disagreeing with various opinions about teaching: School year 1987-88

Opinion	Type of curriculum									
	Regular education					Special education				
	Responding number	Agree		Disagree		Responding number	Agree		Disagree	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
a. Teachers in this school are evaluated fairly.	1,918,076	1,620,311	84.5	297,765	15.5	384,268	318,117	82.8	66,151	17.2
b. The principal lets staff know what is expected of them.	1,922,863	1,657,349	86.2	265,514	13.8	385,227	324,838	84.3	60,389	15.7
c. The school administration's behavior toward the staff is supportive and encouraging.	1,922,003	1,517,484	79.0	404,519	21.1	385,098	296,457	77.0	88,641	23.0
d. I am satisfied with my teaching salary.	1,921,860	786,490	40.9	1,135,371	59.1	385,724	154,062	39.9	231,662	60.1
e. The level of student misbehavior in this school interferes with my teaching.	1,922,727	823,730	42.8	1,098,996	57.2	385,242	153,052	39.7	232,190	60.3
f. Teachers participate in making most of the important educational decisions in this school.	1,918,028	1,073,805	56.0	844,224	44.0	384,204	218,262	56.8	165,941	43.2
g. I receive a great deal of support from parents for the work I do.	1,922,723	1,136,813	59.1	' 785,910	40.9	385,956	211,518	54.8	174,439	45.2
h. Necessary materials are available as needed by the staff.	1,925,594	1,485,007	77.1	440,587	22.9	386,283	273,122	70.7	113,161	29.3
i. The principal does a poor job of getting resources for this school.	1,915,025	333,356	17.4	1,581,669	82.6	383,716	64,868	16.9	318,847	83.1
j. Routine duties and paperwork interfere with my job of teaching.	1,923,040	1,414,996	73.6	508,043	26.4	385,652	289,772	75.1	95,879	24.9
k. My principal enforces school rules for student conduct and backs me up when I need it.	1,921,779	1,596,126	83.1	325,653	17.0	384,714	321,313	83.5	63,401	16.5
l. The principal talks with me frequently about my instructional practices.	1,919,704	938,438	48.9	981,266	51.1	384,376	181,175	47.1	203,201	52.9
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	1,922,846	1,218,784	63.4	704,062	36.6	385,465	252,900	65.6	132,566	34.4
n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1,917,568	1,670,126	87.1	247,442	12.9	384,129	327,123	85.2	57,006	14.8
o. The principal knows what kind of school he/she wants and has communicated it to the staff.	1,921,015	1,563,539	81.4	357,477	18.6	384,692	311,608	81.0	73,084	19.0
p. There is a great deal of cooperative effort among staff members.	1,924,226	1,532,254	79.6	391,972	20.4	385,432	302,184	78.4	83,248	21.6
q. In this school, staff members are recognized for a job well done.	1,922,593	1,313,217	68.3	609,376	31.7	384,608	262,472	68.2	122,136	31.8
r. I have to follow rules in this school that conflict with my best professional judgment.	1,919,397	523,084	27.3	1,396,313	72.8	385,022	104,136	27.1	280,886	73.0

Table 15.--Number and percentage of public school teachers, by type of curriculum, agreeing or disagreeing with various opinions about teaching: School year 1987-88 (continued)

Opinion	Type of curriculum									
	Regular education					Special education				
	Responding number	Agree Number	Agree Percent	Disagree Number	Disagree Percent	Responding number	Agree Number	Agree Percent	Disagree Number	Disagree Percent
s. I am satisfied with my class sizes.	1,924,064	1,299,151	67.5	624,913	32.5	385,194	277,705	72.1	107,490	27.9
t. I make a conscious effort to coordinate the content of my courses with that of other teachers.	1,912,595	1,637,575	85.6	275,019	14.4	380,858	338,851	89.0	42,008	11.0
u. Goals and priorities for the school are clear.	1,922,829	1,578,192	82.1	344,637	17.9	384,157	314,942	82.0	69,215	18.0
v. The amount of student tardiness and class cutting in this school interferes with my teaching.	1,924,084	688,915	35.8	1,235,168	64.2	383,753	110,517	28.8	273,236	71.2
w. I sometimes feel it is a waste of time to do my best as a teacher.	1,923,778	592,655	30.8	1,331,123	69.2	385,127	102,973	26.7	282,153	73.3

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 16a.--Number and percentage of regular education public school teachers, by highest degree earned, and by State: School year 1987-88

State	Total number	Level of highest degree							
		No degree	Associate	Bachelor's	2nd bachelor's	Master's	2nd master's	Education specialist	Doctorate*
United States	2,032,158	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Alabama	33,768	0.5	4.2	1.3	1.6	2.1	2.1	1.8	1.3
Alaska	5,795	0.0	< 0.1	0.3	0.8	0.2	0.4	0.2	0.3
Arizona	24,816	1.6	0.1	1.3	1.6	1.2	0.8	0.9	0.7
Arkansas	24,035	0.9	0.3	1.5	1.8	0.9	0.3	0.5	0.5
California	163,637	0.2	2.3	8.8	9.9	6.4	7.1	11.3	14.2
Colorado	27,543	1.1	0.6	1.3	2.0	1.5	1.1	0.9	2.2
Connecticut	29,714	2.1	2.1	0.6	1.0	2.2	2.3	4.6	0.7
Delaware	4,325	0.3	0.6	0.3	0.2	0.2	0.0	0.2	0.5
D. of Columbia	4,641	0.8	0.3	0.2	0.1	0.2	0.2	0.4	0.8
Florida	77,911	3.5	6.2	4.3	3.6	3.4	3.5	2.0	5.0
Georgia	56,861	1.2	3.6	2.5	1.0	3.2	3.6	2.8	4.3
Hawaii	7,918	1.0	0.0	0.4	0.9	0.2	0.1	1.9	1.2
Idaho	9,395	0.4	0.3	0.6	0.7	0.3	0.2	0.3	0.3
Illinois	87,411	0.0	0.4	4.3	3.7	4.5	5.0	4.3	3.0
Indiana	49,568	4.0	1.8	0.7	0.6	5.1	3.1	1.6	0.6
Iowa	36,359	3.5	1.0	2.3	2.1	1.4	0.8	0.5	0.5
Kansas	26,037	0.0	0.2	1.3	2.0	1.3	0.7	0.6	1.1
Kentucky	32,258	1.9	3.0	0.7	0.8	2.1	1.6	6.9	1.0
Louisiana	32,329	3.3	1.6	1.7	1.6	1.3	0.5	3.7	2.1
Maine	13,626	0.0	0.3	0.9	0.7	0.4	0.8	0.4	0.4
Maryland	32,908	2.2	2.3	1.3	1.4	2.1	1.6	1.6	1.2
Massachusetts	53,133	6.2	6.8	2.5	0.7	2.8	4.7	2.8	1.5
Michigan	69,770	0.9	0.0	2.5	2.9	5.0	4.7	2.2	1.8
Minnesota	36,927	0.6	0.9	2.2	3.2	1.5	0.6	0.9	2.3
Mississippi	24,770	1.7	0.5	1.3	1.9	1.1	1.9	1.1	1.1
Missouri	46,620	1.0	4.1	2.3	1.9	2.5	1.5	1.2	3.5
Montana	12,057	0.0	0.0	0.8	1.1	0.3	0.2	0.3	0.4
Nebraska	19,373	0.0	0.6	1.1	0.8	0.8	0.4	0.5	0.8
Nevada	6,801	1.0	0.0	0.3	0.2	0.4	0.3	0.5	0.2

Table 16a.--Number and percentage of regular education public school teachers, by highest degree earned, and by State: School year 1987-88 (continued)

State	Total number	Level of highest degree							
		No degree	Associate	Bachelor's	2nd bachelor's	Master's	2nd master's	Education specialist	Doctorate*
New Hampshire	9,491	2.3	1.2	0.6	0.3	0.3	0.3	0.3	0.1
New Jersey	72,369	4.6	3.0	4.0	2.7	2.8	4.0	5.1	5.2
New Mexico	12,684	0.4	0.0	0.6	0.4	0.7	0.7	0.5	1.1
New York	148,141	2.0	5.7	4.8	2.4	10.1	16.9	10.8	10.8
North Carolina	51,795	3.9	5.4	3.3	3.0	1.7	3.1	0.9	0.2
North Dakota	8,125	0.5	0.4	0.6	1.0	0.1	0.0	0.0	0.2
Ohio	93,086	8.8	8.3	4.7	4.3	4.8	3.1	2.4	3.4
Oklahoma	36,142	3.9	0.4	1.8	2.3	1.8	1.9	1.5	0.3
Oregon	22,614	0.0	0.0	1.2	1.4	1.1	0.5	1.0	0.8
Pennsylvania	91,172	1.3	7.6	4.0	4.5	5.0	5.1	5.6	5.6
Rhode Island	7,395	0.0	0.0	0.3	0.3	0.5	0.7	0.5	0.9
South Carolina	31,467	4.0	1.4	1.5	1.3	1.7	1.0	1.1	2.4
South Dakota	9,024	1.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1
Tennessee	39,644	4.7	4.6	2.0	1.4	1.9	1.9	2.4	1.1
Texas	166,340	13.5	11.4	10.1	6.7	6.2	4.3	5.7	7.1
Utah	14,490	2.1	0.0	1.0	1.5	0.4	0.2	0.3	1.1
Vermont	6,202	0.7	0.3	0.4	0.3	0.3	0.3	0.1	0.0
Virginia	53,156	3.4	3.6	3.1	2.3	2.2	1.8	1.2	3.0
Washington	34,710	1.6	1.7	2.1	5.9	1.1	0.8	1.1	1.5
West Virginia	18,937	1.5	0.8	0.9	1.5	0.9	1.0	1.1	1.0
Wisconsin	48,227	0.0	0.0	2.7	4.8	2.0	2.0	1.3	0.7
Wyoming	6,648	0.0	0.0	0.4	0.9	0.2	0.1	0.1	0.1
Population	2,032,158	4,905	9,761	1,041,794	53,018	755,875	38,091	110,021	18,693

*Includes a very small number of law and medicine degree recipients.

-- = Too few sample cases (fewer than 30) for a reliable estimate.

Population = weighted national estimates of regular education teachers.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 16b.--Number and percentage of special education public school teachers, by highest degree earned, and by State: School year 1987-88

State	Total number	Level of highest degree: Associate	Bachelor's	2nd bachelor's	Master's	2nd master's	Education specialist	Doctorate
United States	291,046	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Alabama	4,910	0.0	1.3	0.9	1.8	5.9	1.6	4.3
Alaska	1,117	0.0	0.3	0.3	0.5	0.1	0.3	0.0
Arizona	5,041	0.0	1.6	3.8	1.8	2.7	1.2	0.8
Arkansas	3,508	0.0	1.7	0.6	1.1	0.5	0.6	0.0
California	20,147	11.2	3.6	5.3	5.0	4.2	24.8	6.7
Colorado	4,211	0.0	1.0	2.2	1.9	1.7	1.0	0.0
Connecticut	4,423	0.0	0.8	0.8	1.9	1.5	1.6	12.8
Delaware	1,011	0.0	0.6	0.3	0.3	0.0	0.2	0.0
D. of Columbia	--	0.0	0.1	0.0	0.3	0.8	0.1	0.0
Florida	11,651	0.0	5.5	1.5	3.9	2.2	1.8	0.9
Georgia	6,037	0.0	1.2	2.9	2.9	3.3	1.2	0.0
Hawaii	--	0.0	0.3	0.3	0.2	0.0	0.7	0.0
Idaho	1,410	0.0	0.7	1.5	0.2	0.6	0.4	0.0
Illinois	14,589	0.0	5.6	3.6	5.1	4.9	3.1	12.8
Indiana	6,404	0.0	0.8	0.3	3.4	1.8	2.9	1.1
Iowa	4,633	0.0	2.0	1.6	1.5	1.0	0.9	2.9
Kansas	4,170	0.0	1.0	0.7	2.1	0.7	0.6	0.0
Kentucky	4,572	0.0	0.7	0.6	1.9	0.0	3.7	2,9
Louisiana	7,058	0.0	2.7	1.7	1.9	2.6	3.9	1.7
Maine	1,704	0.0	0.7	1.1	0.6	0.0	0.4	0.0
Maryland	5,649	13.5	1.5	1.7	2.1	3.0	2.2	3.5
Massachusetts	8,888	0.0	2.3	0.0	3.5	3.8	4.3	3.7
Michigan	11,747	0.0	4.1	3.6	4.4	5.0	2.3	4.9
Minnesota	6,756	0.0	3.0	6.9	1.8	1.7	0.8	0.0
Mississippi	3,970	0.0	1.8	2.9	1.1	1.2	0.6	0.0
Missouri	6,806	10.1	3.1	2.6	2.0	0.0	1.9	2.9
Montana	1,361	0.0	0.8	0.2	0.2	0.2	0.5	0.0
Nebraska	3,332	0.0	1.4	2.1	1.0	1.4	0.6	0.0
Nevada	1,830	0.0	0.8	0.6	0.5	0.0	0.8	0.7

Table 16b.--Number and percentage of special education public school teachers, by highest degree earned, and by State: School year 1987-88 (continued)

State	Total number	Level of highest degree						
		Associate	Bachelor's	2nd bachelor's	Master's	2nd master's	Education specialist	Doctorate
New Hampshire	1,279	0.0	0.6	0.0	0.4	0.0	0.4	0.0
New Jersey	9,975	0.0	4.5	1.6	3.0	2.1	2.9	2.6
New Mexico	2,745	0.0	1.1	0.6	1.0	0.5	0.5	0.0
New York	26,687	34.8	4.2	5.8	12.5	17.9	9.8	13.6
North Carolina	6,442	0.0	2.4	4.4	2.3	2.2	0.7	0.0
North Dakota	906	0.0	0.3	0.4	0.4	0.0	0.2	0.0
Ohio	10,272	0.0	4.9	3.3	2.9	4.2	2.3	0.0
Oklahoma	4,846	0.0	1.8	3.4	1.4	2.4	1.5	1.0
Oregon	2,808	0.0	0.6	1.6	1.2	0.0	1.5	1.5
Pennsylvania	9,282	0.0	3.5	4.7	2.9	5.3	2.2	2.1
Rhode Island	1,492	0.0	0.4	0.4	0.7	0.0	0.2	1.8
South Carolina	4,601	0.0	1.5	1.5	1.7	1.9	1.4	0.0
South Dakota	1,410	0.0	0.9	1.4	0.2	0.6	0.0	0.0
Tennessee	4,103	0.0	1.5	0.4	1.3	2.1	1.7	0.0
Texas	17,104	30.4	8.2	5.6	4.6	5.2	3.7	6.5
Utah	1,896	0.0	0.8	1.3	0.4	0.6	1.0	2.7
Vermont	734	0.0	0.2	0.0	0.4	0.2	0.2	0.0
Virginia	7,279	0.0	3.2	2.9	2.6	0.0	0.4	3.0
Washington	4,692	0.0	2.1	2.5	1.3	1.9	0.9	0.0
West Virginia	4,006	0.0	1.2	1.1	1.4	1.7	1.6	2.6
Wisconsin	9,231	0.0	4.6	6.7	2.3	0.5	2.0	0.0
Wyoming	996	0.0	0.6	0.2	0.2	0.0	0.2	0.0
Population	291,046	--	102,449	12,412	128,827	9,188	35,449	2,492

-- = Too few sample cases (fewer than 30) for a reliable estimate.

Population = weighted national estimates of special education teachers.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 17a.--Number and percentage of regular education public school teachers, by years of full-time teaching experience, and by State: School year 1987-88

State	Total		Years of full-time teaching experience							
			Less than 3		3 to 9		10 to 20		Over 20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	1,935,311	100.0	155,664	8.0	464,226	24.0	859,815	44.4	453,509	23.4
Alabama	32,971	100.0	2,580	7.8	8,065	24.4	15,706	47.6	6,620	20.1
Alaska	5,568	100.0	452	8.1	1,634	29.4	2,900	52.1	582	10.5
Arizona	23,674	100.0	2,891	12.2	7,569	31.9	9,512	40.1	3,702	15.6
Arkansas	23,220	100.0	2,079	9.0	7,220	31.1	10,438	45.0	3,483	15.0
California	155,612	100.0	14,190	9.1	34,733	22.3	61,115	39.3	45,574	29.3
Colorado	26,451	100.0	2,001	7.6	7,279	27.5	11,799	44.5	5,372	20.3
Connecticut	28,326	100.0	--	6.0	5,306	18.7	13,238	46.7	8,087	28.5
Delaware	3,790	100.0	--	4.4	826	21.8	1,753	46.3	1,044	27.6
D. of Columbia	4,528	100.0	--	5.7	--	12.5	1,964	43.4	1,738	38.4
Florida	73,805	100.0	8,188	11.1	20,103	27.2	31,795	43.0	13,718	18.6
Georgia	55,340	100.0	4,896	8.9	17,734	32.1	25,308	45.7	7,401	13.4
Hawaii	7,750	100.0	--	13.9	1,076	13.9	2,836	36.6	2,759	35.6
Idaho	8,986	100.0	922	10.2	2,813	31.2	4,105	45.6	1,145	12.7
Illinois	83,758	100.0	5,659	6.7	17,104	20.4	36,205	43.1	24,790	29.5
Indiana	48,189	100.0	3,444	7.1	10,491	21.8	22,096	45.8	12,157	25.2
Iowa	34,782	100.0	2,547	7.3	7,735	22.2	13,608	39.1	10,893	31.3
Kansas	25,206	100.0	2,434	9.7	7,310	29.0	10,570	41.9	4,892	19.4
Kentucky	30,701	100.0	2,529	8.2	6,368	20.7	14,895	48.5	6,908	22.5
Louisiana	29,464	100.0	2,073	7.0	8,148	27.7	13,408	45.5	5,835	19.8
Maine	12,631	100.0	--	8.1	3,284	25.9	5,683	44.9	2,639	20.8
Maryland	31,547	100.0	3,390	10.7	5,298	16.7	14,722	46.5	8,136	25.7
Massachusetts	50,236	100.0	2,837	5.7	9,809	19.5	24,555	48.9	13,035	26.0
Michigan	67,794	100.0	3,932	5.8	10,374	15.3	32,425	47.8	21,063	31.1
Minnesota	35,395	100.0	2,664	7.5	7,128	20.1	14,212	40.0	11,390	32.1
Mississippi	23,339	100.0	2,013	8.6	6,177	26.5	10,490	45.0	4,659	20.0
Missouri	44,986	100.0	3,900	8.7	12,516	27.8	19,214	42.7	9,356	20.8
Montana	11,743	100.0	1,106	9.4	3,392	28.9	5,137	43.8	2,108	18.0
Nebraska	18,595	100.0	1,509	8.1	4,924	26.4	8,296	44.5	3,866	20.7
Nevada	6,570	100.0	--	7.7	1,665	25.3	2,900	44.2	1,497	22.8

Table 17a.--Number and percentage of regular education public school teachers, by years of full-time teaching experience, and by State: School year 1987-88 (continued)

State	Total		Years of full-time teaching experience							
			Less than 3		3 to 9		10 to 20		Over 20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
New Hampshire	8,890	100.0	--	9.0	2,590	29.0	4,130	46.3	1,371	15.4
New Jersey	67,331	100.0	3,893	5.8	12,239	18.2	33,106	49.2	18,094	26.9
New Mexico	11,977	100.0	--	7.0	3,186	26.6	5,537	46.2	2,420	20.2
New York	138,852	100.0	10,109	7.3	28,589	20.6	61,699	44.4	38,455	27.7
North Carolina	48,956	100.0	2,869	5.8	12,577	25.6	22,553	45.9	10,957	22.3
North Dakota	7,701	100.0	912	11.8	2,599	33.7	2,704	35.0	1,486	19.2
Ohio	87,735	100.0	7,136	8.1	18,380	20.9	42,551	48.4	19,669	22.4
Oklahoma	34,669	100.0	2,492	7.2	11,828	34.1	15,119	43.6	5,230	15.1
Oregon	22,012	100.0	2,541	11.5	5,766	26.1	9,127	41.3	4,579	20.7
Pennsylvania	87,294	100.0	4,412	5.1	13,112	15.0	44,689	51.1	25,081	28.7
Rhode Island	6,933	100.0	--	3.6	--	13.1	3,788	54.4	1,983	28.5
South Carolina	29,691	100.0	3,256	11.0	7,921	26.7	12,719	42.8	5,796	19.5
South Dakota	8,707	100.0	946	10.9	2,771	31.8	3,251	37.3	1,739	20.0
Tennessee	37,756	100.0	3,092	8.2	9,343	24.7	17,339	45.9	7,982	21.1
Texas	156,867	100.0	16,001	10.2	53,496	34.1	63,206	40.3	24,164	15.4
Utah	13,855	100.0	2,297	16.6	4,800	34.6	4,513	32.5	2,245	16.2
Vermont	5,843	100.0	--	9.9	1,607	27.4	2,595	44.3	1,060	18.1
Virginia	49,913	100.0	3,777	7.6	12,192	24.4	23,175	46.4	10,769	21.6
Washington	33,420	100.0	2,278	6.8	7,240	21.7	15,577	46.6	8,324	24.9
West Virginia	17,591	100.0	--	4.6	4,620	26.3	8,735	49.7	3,420	19.4
Wisconsin	45,813	100.0	2,973	6.5	9,842	21.5	20,085	43.8	12,912	28.2
Wyoming	6,451	100.0	--	6.7	1,965	30.4	2,729	42.2	1,321	20.4

-- = Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 17b.--Number and percentage of special education public school teachers, by years of full-time teaching experience, and by State: School year 1987-88

State	Total		Years of full-time teaching experience							
			Less than 3		3 to 9		10 to 20		Over 20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	387,893	100.0	29,732	7.7	140,409	36.2	173,826	44.8	43,430	11.2
Alabama	5,680	100.0	--	5.5	2,230	39.3	2,584	45.5	--	9.7
Alaska	1,344	100.0	--	4.7	--	31.0	747	55.6	--	8.8
Arizona	6,142	100.0	--	4.9	2,257	36.8	2,900	47.2	--	11.2
Arkansas	4,323	100.0	--	7.1	2,246	52.0	1,578	36.5	--	4.5
California	28,042	100.0	2,117	7.5	9,411	33.5	12,278	43.7	4,236	15.1
Colorado	5,246	100.0	--	8.4	1,766	33.7	2,439	46.5	--	11.5
Connecticut	5,759	100.0	--	5.5	--	37.7	2,314	40.2	--	16.7
Delaware	1,546	100.0	--	8.6	--	32.5	678	43.9	--	15.1
D. of Columbia	--	100.0	--	+	--	+	--	+	--	+
Florida	15,675	100.0	--	10.0	5,880	37.5	7,355	46.9	--	5.6
Georgia	7,558	100.0	--	8.3	2,413	31.9	3,734	49.4	--	10.4
Hawaii	--	100.0	--	+	--	+	--	+	--	+
Idaho	1,800	100.0	--	10.4	695	38.6	748	41.5	--	9.5
Illinois	17,993	100.0	--	5.9	5,952	32.9	8,155	45.1	2,827	15.6
Indiana	7,742	100.0	--	5.8	2,686	34.7	3,680	47.5	--	12.0
Iowa	6,209	100.0	--	9.5	2,178	35.1	2,744	44.2	--	11.3
Kansas	5,000	100.0	--	0.7	2,246	44.9	2,296	45.9	--	8.5
Kentucky	6,109	100.0	--	4.1	2,945	48.2	2,608	42.7	--	5.0
Louisiana	9,923	100.0	--	8.1	2,882	29.1	5,009	50.5	--	12.4
Maine	2,668	100.0	--	12.0	908	34.0	1,149	43.1	--	10.9
Maryland	6,910	100.0	--	5.9	--	25.9	4,064	58.8	--	9.4
Massachusetts	11,785	100.0	--	7.2	3,481	29.5	5,769	49.0	--	14.3
Michigan	13,723	100.0	--	13.8	3,404	24.8	7,306	53.2	--	8.1
Minnesota	8,139	100.0	--	7.1	2,723	33.3	3,874	47.3	--	11.8
Mississippi	5,401	100.0	--	5.6	1,938	35.9	2,809	52.0	--	6.5
Missouri	8,399	100.0	--	4.6	3,598	42.8	3,803	45.3	--	7.3
Montana	1,675	100.0	--	4.4	--	42.7	--	45.8	--	7.1
Nebraska	4,058	100.0	--	10.7	1,566	38.6	1,464	36.1	--	14.6
Nevada	2,061	100.0	--	14.5	604	29.3	876	42.5	--	13.7

Table 17b.--Number and percentage of special education public school teachers, by years of full-time teaching experience, and by State: School year 1987-88 (continued)

State	Total		Years of full-time teaching experience							
			Less than 3		3 to 9		10 to 20		Over 20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
New Hampshire	1,849	100.0	--	9.8	940	50.8	--	30.1	--	9.2
New Jersey	14,893	100.0	--	8.6	5,573	37.1	6,384	42.5	--	10.9
New Mexico	3,430	100.0	--	10.1	1,385	40.4	1,407	41.0	--	8.5
New York	35,741	100.0	2,334	6.5	13,217	37.0	15,356	43.0	4,834	13.5
North Carolina	9,098	100.0	--	9.1	3,019	33.2	4,176	45.9	--	11.9
North Dakota	1,306	100.0	--	7.7	--	36.7	--	40.3	--	15.3
Ohio	15,455	100.0	--	9.0	5,234	33.9	6,597	42.7	--	14.5
Oklahoma	6,294	100.0	--	9.2	2,793	44.4	2,563	40.7	--	5.7
Oregon	3,314	100.0	--	5.8	1,472	44.4	1,392	42.0	--	7.7
Pennsylvania	13,075	100.0	--	5.2	4,174	31.9	6,648	50.8	--	12.0
Rhode Island	1,921	100.0	--	10.4	--	26.9	1,102	57.4	--	5.3
South Carolina	6,378	100.0	--	6.5	2,599	40.8	2,917	45.7	--	7.0
South Dakota	1,727	100.0	--	13.7	838	48.6	--	32.4	--	5.3
Tennessee	5,949	100.0	--	9.9	2,334	39.2	2,348	39.5	--	11.4
Texas	26,429	100.0	1,855	7.0	10,379	39.3	11,207	42.4	2,988	11.3
Utah	2,507	100.0	--	11.7	957	38.2	1,035	41.3	--	8.8
Vermont	1,065	100.0	--	16.3	--	35.8	--	40.3	--	6.2
Virginia	10,411	100.0	--	6.4	4,392	41.7	4,298	40.8	--	10.0
Washington	5,963	100.0	--	6.9	2,663	44.7	2,406	40.4	--	8.1
West Virginia	5,353	100.0	--	15.6	2,175	40.6	2,001	37.4	--	6.4
Wisconsin	11,558	100.0	--	7.2	4,451	38.4	4,838	41.7	--	12.4
Wyoming	1,163	100.0	--	3.3	501	42.5	607	51.5	--	1.4

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable because too few total sample cases in State sample.

NOTE: Details may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates because of item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 18a.--Average total earned income, base salary, and salary supplements for full-time regular education public school teachers, by State: School year 1987-88

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
United States	$ 28,460	$ 26,410	616,415	$ 2,155	300,520	$ 1,765
Alabama	23,668	22,265	5,466	3,145	3,627	2,200
Alaska	43,454	41,156	1,744	2,649	--	--
Arizona	28,157	26,023	8,177	1,742	3,053	1,379
Arkansas	20,695	19,476	4,383	1,816	2,299	2,416
California	34,745	32,087	49,173	2,648	29,118	2,017
Colorado	28,823	26,639	9,133	2,064	3,365	1,950
Connecticut	34,920	32,895	8,587	1,685	4,365	829
Delaware	30,244	28,245	1,215	1,238	357	1,878
D. of Columbia	34,767	32,497	1,693	1,995	1,305	2,347
Florida	25,656	23,807	22,605	2,191	19,270	1,962
Georgia	26,015	24,250	11,174	3,019	10,423	1,749
Hawaii	28,291	26,311	1,282	1,997	1,275	2,148
Idaho	22,919	21,140	2,634	1,782	1,101	2,435
Illinois	29,642	27,413	31,032	2,295	14,753	1,475
Indiana	28,499	26,233	18,495	1,763	10,451	1,827
Iowa	24,320	22,075	14,580	1,860	7,702	1,454
Kansas	25,025	22,524	12,020	1,709	3,474	2,154
Kentucky	24,733	23,097	7,947	1,594	2,991	3,186
Louisiana	21,136	19,678	4,575	2,653	2,704	3,864
Maine	25,180	22,775	4,695	1,562	1,787	1,222
Maryland	29,847	28,773	7,482	1,157	4,469	1,129
Massachusetts	31,302	28,625	15,682	1,945	7,039	1,217
Michigan	33,927	31,809	21,511	2,970	7,488	1,502
Minnesota	31,535	28,575	14,873	2,393	7,472	1,273
Mississippi	20,733	19,350	2,757	4,361	2,614	2,995
Missouri	24,949	22,797	16,371	1,660	6,406	2,650
Montana	24,154	22,137	4,273	1,569	1,166	2,051
Nebraska	23,272	21,059	8,294	1,982	2,215	1,493
Nevada	29,382	27,583	1,976	1,787	--	--

Table 18a.--Average total earned income, base salary, and salary supplements for full-time regular education public school teachers, by State: School year 1987-88 (continued)

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
New Hampshire	26,739	23,829	2,825	2,412	865	2,013
New Jersey	33,331	30,714	22,566	1,991	13,746	1,336
New Mexico	25,513	23,418	3,581	1,587	1,743	2,241
New York	35,038	32,826	46,021	2,236	30,948	1,288
North Carolina	23,617	22,185	11,627	1,943	6,290	1,956
North Dakota	22,548	20,153	3,034	1,588	696	2,316
Ohio	28,586	26,564	31,075	2,192	9,091	1,722
Oklahoma	22,483	20,707	11,332	2,116	3,110	2,313
Oregon	27,169	25,089	8,971	2,485	3,620	1,378
Pennsylvania	30,210	28,429	29,700	1,853	9,212	1,530
Rhode Island	33,325	31,154	1,652	1,314	--	--
South Carolina	25,170	23,546	5,227	2,688	3,146	1,757
South Dakota	19,637	17,763	2,768	1,563	940	1,420
Tennessee	23,215	21,415	7,289	2,444	5,115	2,699
Texas	25,575	23,565	51,362	2,360	24,872	2,115
Utah	24,111	21,651	6,231	1,399	2,147	1,683
Vermont	25,819	23,479	1,612	1,457	--	--
Virginia	26,470	25,144	12,344	2,444	7,803	1,433
Washington	29,779	27,319	17,271	1,967	3,450	1,646
West Virginia	23,024	21,169	4,646	2,004	1,212	2,660
Wisconsin	28,855	26,717	19,048	1,614	7,555	1,384
Wyoming	27,957	25,715	2,403	2,226	599	1,999

-- = Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Total earned income includes income in addition to base and supplemental salaries.

NOTE: Details of teacher counts may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries of teacher counts may be underestimates because of item nonresponse.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 18b.--Average total earned income, base salary, and salary supplements for full-time special education public school teachers, by State: School year 1987-88

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
United States	$ 27,114	$ 25,295	88,808	$ 1,987	60,840	$ 2,109
Alabama	22,764	21,950	--	--	--	--
Alaska	46,238	41,633	--	--	--	--
Arizona	28,028	26,511	1,660	2,092	--	--
Arkansas	18,899	18,308	--	--	--	--
California	33,614	30,884	7,638	3,081	7,500	2,359
Colorado	27,038	25,255	--	--	--	--
Connecticut	30,387	29,158	--	--	--	--
Delaware	28,825	26,978	--	--	--	--
D. of Columbia	32,986	31,964	--	--	--	--
Florida	25,970	23,229	4,608	1,712	4,192	2,826
Georgia	24,931	23,767	--	--	--	--
Hawaii	25,821	24,095	--	--	--	--
Idaho	21,495	20,454	--	--	--	--
Illinois	27,152	25,542	4,724	3,311	3,994	1,489
Indiana	26,261	25,174	--	--	--	--
Iowa	23,140	21,382	2,015	1,314	--	--
Kansas	23,840	22,437	1,361	986	--	--
Kentucky	22,451	21,509	--	--	--	--
Louisiana	20,500	19,139	--	--	--	--
Maine	23,425	21,385	--	--	--	--
Maryland	29,724	28,167	--	--	--	--
Massachusetts	29,876	28,075	2,565	1,068	--	--
Michigan	31,526	30,304	2,873	1,795	--	--
Minnesota	29,221	27,143	2,253	1,633	--	--
Mississippi	19,159	18,517	--	--	--	--
Missouri	22,005	21,002	1,786	1,303	--	--
Montana	25,527	22,159	--	--	--	--
Nebraska	22,035	19,744	--	--	--	--
Nevada	28,606	27,033	--	--	--	--

Table 18b.--Average total earned income, base salary, and salary supplements for full-time special education public school teachers, by State: School year 1987-88 (continued)

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
New Hampshire	24,731	21,784	--	--	--	--
New Jersey	30,004	27,519	3,256	1,495	2,173	1,593
New Mexico	22,751	21,884	--	--	--	--
New York	32,387	30,144	7,396	2,594	7,234	2,183
North Carolina	22,969	21,357	--	--	--	--
North Dakota	23,455	21,324	--	--	--	--
Ohio	26,649	24,940	3,649	1,733	1,959	2,485
Oklahoma	21,769	20,434	1,598	1,448	--	--
Oregon	26,938	25,473	--	--	--	--
Pennsylvania	28,735	26,316	3,877	1,098	--	--
Rhode Island	30,994	29,535	--	--	--	--
South Carolina	25,015	23,085	--	--	--	--
South Dakota	18,852	17,560	--	--	--	--
Tennessee	23,540	21,342	--	--	--	--
Texas	24,743	23,088	7,224	2,485	3,506	1,758
Utah	25,038	21,424	1,015	2,572	--	--
Vermont	26,426	23,130	--	--	--	--
Virginia	25,237	24,106	--	--	--	--
Washington	27,433	25,390	2,913	1,580	--	--
West Virginia	21,028	20,188	1,312	1,148	--	--
Wisconsin	27,069	24,886	3,141	1,623	--	--
Wyoming	26,840	25,653	--	--	--	--

-- = Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Total earned income includes income in addition to base and supplemental salaries.

NOTE: Details of teacher counts may not add to totals because of rounding, or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries of teacher counts may be underestimates because of item nonresponse.

NOTE: Full-time teachers include regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

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Table 19a.--Number of regular education public school teachers, by race and sex, and by selected characteristics: School year 1987-88

Characteristic	Total regular education teachers	Race													
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White			
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	
Number of teachers	1,935,311	30,049	20,432	6,219	14,213	18,069	4,614	13,426	154,708	34,309	119,991	1,712,053	561,588	1,149,49	
Sex															
Male	615,382	8,652	6,219			4,614			34,309			561,588			
Female	1,311,016	13,891	14,213			13,426			119,991			1,149,495			
Not reported	8,913	7,507	+			--			--			--			
Race															
Am. Indian, Aleut. Eskimo	20,432		20,432	6,219	14,213										
Asian or Pacific Islander	18,069					18,069	4,614	13,426							
Black	154,708								154,708	34,309	119,991				
White	1,712,053											1,712,053	561,588	1,149,495	
Ethnic origin															
Hispanic*	56,926	6,655	--	--	--	--	--	--	--	--	--	47,280	14,679	32,493	
Non-Hispanic	1,838,312	8,831	19,469	5,877	13,592	17,409	4,288	13,092	145,782	31,638	113,778	1,646,821	540,398	1,105,560	
Age															
Less than 30	242,524	2,289	2,411	--	1,851	1,970	--	1,370	11,370	2,765	8,572	224,483	57,689	166,795	
30 to 39	642,673	7,652	6,595	2,083	4,511	5,256	1,975	3,281	50,279	10,366	39,810	572,891	181,199	391,156	
40 to 49	658,764	6,658	7,457	2,418	5,039	6,785	--	5,819	53,498	13,038	40,440	584,366	207,323	376,853	
50 or more	366,738	4,055	3,660	--	2,586	3,970	--	2,899	35,812	7,666	27,936	319,240	112,295	206,701	
Marital status															
Married	1,422,291	14,415	14,742	4,938	9,803	13,358	3,730	9,600	93,256	22,965	69,923	1,286,521	452,008	834,007	
Widowed, divorced, or separated	224,833	4,034	2,474	--	2,144	--	--	--	36,156	4,423	31,732	181,002	38,803	141,734	
Never married	272,075	3,522	3,008	--	2,057	3,374	--	2,838	24,066	6,386	17,681	238,104	69,442	168,663	
Level															
Elementary	940,162	14,339	9,380	--	8,371	10,007	--	9,098	84,480	9,127	75,019	821,956	113,208	708,270	
Secondary	995,150	15,710	11,052	5,210	5,842	8,062	3,734	4,328	70,228	25,182	44,972	890,098	448,380	441,225	

Table 19a.--Number of regular education public school teachers, by race and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total regular education teachers	Race												
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	1,935,311	30,049	20,432	6,219	14,213	18,069	4,614	134,216	154,708	34,309	119,991	1,712,053	561,588	1,149,45
Region														
Northeast	406,815	7,758	3,830	--	2,505	1,702	--	--	21,112	5,313	15,799	372,413	137,447	234,87
North central	509,302	5,945	5,485	1,930	3,556	1,496	--	--	25,809	5,954	19,814	470,567	172,274	298,23
South	684,770	8,596	6,002	1,519	4,483	--	--	--	99,350	21,424	77,656	569,703	140,260	428,80
West	334,425	7,751	5,115	1,445	3,670	13,752	3,016	10,707	8,437	--	6,722	299,370	111,607	187,58
Highest degree														
No degree	4,496	--	--	--	--	--	--	--	--	--	+	4,012	3,214	.
Associate	9,148	--	--	--	--	--	--	--	--	--	--	8,073	6,457	1,61
Bachelor's	1,039,036	15,915	10,387	2,624	7,762	10,285	2,467	7,819	78,743	17,425	61,202	923,706	248,456	674,68
Master's	759,748	11,866	8,177	2,859	5,319	4,576	--	3,533	64,560	13,071	51,198	670,569	256,811	413,353
Ed. Specialist	104,823	1,780	--	--	--	2,393	--	1,491	7,980	2,251	5,729	91,218	37,989	53,229
Doctorate	17,868	--	--	--	--	--	--	--	--	--	--	14,303	8,488	5,815
Years teaching														
Less than 3	155,664	2,494	1,473	--	--	2,187	--	1,745	9,366	--	7,377	140,145	33,846	106,190
3 to 9	464,226	7,471	4,833	--	3,309	3,836	1,449	2,359	26,888	7,325	19,530	421,197	105,240	315,807
10 to 20	859,815	13,354	9,368	2,768	6,600	7,531	2,007	5525	70,378	15,395	54,861	759,183	246,243	512,466
Over 20	453,509	6,730	4,668	1,496	3,172	4,515	--	3,798	47,745	9,495	37,998	389,851	175,844	213,769
Nonschool employment														
No nonschool employment	1,475,827	24,401	14,929	3,823	11,106	14,434	3,182	11,224	125,618	21,465	103,745	1,296,445	330,336	965,673
Nonschool summer	148,406	1,993	2,054	--	--	1,440	--	--	10,600	3,436	7,164	132,320	63,231	69,001
School-year nonschool	115,672	1,806	--	--	--	--	--	--	7,071	2,740	4,332	104,538	54,470	49,810
Other summer/school-year	195,407	1,849	1,879	--	--	1,508	--	--	11,419	6,669	4,751	178,751	113,550	65,010
School-year base salary														
$10,000 or less	36,781	--	--	--	--	--	--	--	5,187	--	4,567	29,047	6,685	22,362
$10,001 to 15,000	17,584	--	--	--	--	--	+	--	--	--	--	15,725	4,718	11,007
$15,001 to 20,000	286,176	2,044	2,994	--	1,989	1,410	--	--	15,796	3,409	12,354	263,932	70,409	193,509
$20,001 to 25,000	452,787	6,957	4,552	--	3,855	3,418	--	2,034	39,481	9,415	30,065	398,379	100,451	297,609
$25,001 to 30,000	359,846	3,851	3,086	--	2,407	2,854	--	2,170	31,326	7,484	23,604	318,730	109,054	209,649
Over $30,000	516,631	6,395	5,366	2,299	3,068	7,214	1,701	5,513	42,080	9,983	32,097	455,577	208,776	246,581
Not reported	265,508	9,124	3,282	--	2,128	2,521	--	2,074	19,918	3,318	16,463	230,663	61,495	168,777

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

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NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 19b.--Number of special education public school teachers, by race and sex, and by selected characteristics: School year 1987-88

Characteristic	Total special education teachers	Race												
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	387,893	6,761	4,238	--	3,129	3,237	--	2,650	35,310	6,343	28,967	338,347	56,430	281,666
Sex														
Male	65,779	--	--			--			6,343			56,430		
Female	320,153	3,471	3,129			2,650			28,967			281,666		
Not reported	1,961	1,711	+			+			+			--		
Race														
Am. Indian, Aleut. Eskimo	4,238		4,238	--	3,129									
Asian or Pacific Islander	3,237					3,237	--	2,650						
Black	35,310								35,310	6,343	28,967			
White	338,347											338,347	56,430	281,666
Ethnic origin														
Hispanic*	10,158	--	--	--	--	--	+	--	--	--	--	8,732	1,853	6,856
Non-Hispanic	369,435	2,161	3,882	--	2,786	3,039	--	2,451	33,590	5,591	27,999	326,763	54,050	272,485
Age														
Less than 30	68,378	--	--	+	--	--	--	--	4,370	--	3,606	63,033	5,534	57,499
30 to 39	170,531	2,227	--	--	--	--	--	--	17,208	2,338	14,870	148,621	23,659	124,796
40 to 49	93,537	--	1,847	--	--	--	--	--	7,321	1,853	5,468	81,881	17,959	63,838
50 or more	50,119	--	--	--	--	--	--	--	5,749	--	4,362	42,435	8,988	33,447
Marital status														
Married	268,017	3,003	3,205	--	2,242	2,388	--	2,041	19,098	3,096	16,002	240,322	42,484	197,699
Widowed, divorced, or separated	52,934	--	--	--	--	--	--	--	8,410	--	7,690	42,705	5,513	37,080
Never married	63,351	--	--	--	--	--	--	--	7,614	2,526	5,088	54,226	8,305	45,921
Level														
Elementary	241,417	4,308	2,423	--	1,935	1,856	--	1,626	19,526	--	17,660	213,304	17,312	195,826
Secondary	146,476	2,453	1,816	--	--	--	--	--	15,784	4,477	11,307	125,042	39,118	85,840

Table 19b.--Number of special education public school teachers, by race and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total special education teachers	Race												
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	387,893	6,761	4,238	--	3,129	3,237	--	2,650	35,310	6,343	28,967	338,347	56,430	281,666
Region														
Northeast	88,889	2,307	--	--	--	--	--	--	4,862	--	3,160	80,191	14,924	65,267
North central	101,478	--	--	--	--	--	+	--	6,037	--	5,109	92,987	15,491	77,496
South	133,818	1,769	--	--	--	--	--	--	22,961	3,509	19,452	107,177	14,734	92,287
West	63,708	1,491	--	--	--	1,996	--	1,604	1,449	--	1,247	57,992	11,280	46,617
Highest degree														
No degree	--	--	--	--	+	+	+	+	+	+	+	--	--	--
Associate	--	+	--	--	+	+	+	+	--	--	+	--	--	--
Bachelor's	172,866	2,116	2,111	--	1,601	--	--	--	16,407	3,008	13,400	151,127	21,717	129,277
Master's	169,672	3,725	--	--	--	--	--	--	15,078	2,350	12,729	147,776	25,157	122,595
Ed. specialist	40,647	--	--	--	--	--	--	--	3,301	--	2,560	35,685	7,818	27,772
Doctorate	3,318	+	--	--	+	--	--	--	--	--	--	2,687	--	1,762
Years teaching														
Less than 3	29,732	--	--	+	--	--	--	--	2,711	--	1,748	26,144	3,659	22,485
3 to 9	140,409	2,017	--	--	--	--	--	--	10,281	--	8,662	125,931	13,048	112,716
10 to 20	173,826	2,959	2,634	--	1,836	1,749	--	1,423	16,974	2,284	14,690	149,510	27,788	121,638
Over 20	43,430	--	--	--	--	--	--	--	5,343	--	3,868	36,266	11,927	24,339
Nonschool employment														
No nonschool employment	301,800	5,839	2,998	--	2,444	2,882	--	2,586	27,768	3,356	24,412	262,314	32,573	229,580
Nonschool summer	27,543	--	--	--	--	--	+	--	2,491	--	2,137	24,430	6,521	17,909
School-year nonschool	22,142	--	--	--	--	--	--	+	--	--	--	19,816	5,042	14,774
Other summer/school-year	36,408	--	--	--	--	--	--	--	3,174	--	--	31,787	12,294	19,403
School-year base salary														
$10,000 or less	8,794	--	--	+	--	+	+	+	--	--	--	7,416	--	6,482
$10,001 to 15,000	3,952	+	+	+	+	+	+	+	--	--	--	3,156	--	3,099
$15,001 to 20,000	59,560	--	--	--	--	--	--	--	6,408	--	5,012	51,725	6,037	45,668
$20,001 to 25,000	101,798	--	--	--	--	--	--	--	8,223	--	6,916	90,619	12,515	78,104
$25,001 to 30,000	66,211	--	--	+	--	--	--	--	6,670	--	5,030	56,523	10,465	46,048
Over $30,000	79,264	--	--	--	--	--	--	--	6,714	--	5,187	69,459	18,856	50,603
Not reported	68,316	2,621	--	--	--	--	--	--	5,223	--	4,876	59,448	7,565	51,662

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*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 19c.--Number of total public school teachers, by race and sex, and by selected characteristics: School year 1987-88

		Race												
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White		
Characteristic	Total teachers	Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	2,323,204	36,810	24,670	7,328	17,342	21,307	5,202	16,075	190,018	40,652	148,958	2,050,400	618,018	1,431,160
Sex														
Male	681,161	9,960	7,328			5,202			40,652			618,018		
Female	1,631,168	17,632	17,342			16,075			148,958			1,431,160		
Not reported	10,875	9,217	+			--			--			--		
Race														
Am. Indian, Aleut. Eskimo	24,670		24,670	7,328	17,342									
Asian or Pacific Islander	21,307					21,307	5,202	16,075						
Black	190,018								190,018	40,652	148,958			
White	2,050,400											2,050,400	618,018	1,431,160
Ethnic origin														
Hispanic*	67,084	7,622	--	--	--	--	--	--	2,182	--	--	56,011	16,532	39,348
Non-Hispanic	2,207,746	10,992	23,350	6,973	16,378	20,447	4,875	15,544	179,372	37,229	141,776	1,973,584	594,448	1,378,045
Age														
Less than 30	310,901	2,622	2,797	--	2,236	2,226	--	1,499	15,740	3,528	12,178	287,517	63,223	224,294
30 to 39	813,204	9,879	8,113	2,543	5,571	6,212	2,074	4,138	67,487	12,705	54,680	721,512	204,858	515,953
40 to 49	752,301	7,911	9,304	2,889	6,415	8,018	--	6,756	60,819	14,892	45,908	666,248	225,282	440,690
50 or more	416,857	4,757	4,147	1,253	2,894	4,716	--	3,580	41,562	9,053	32,298	361,675	121,283	240,148
Marital status														
Married	1,690,308	17,419	17,947	5,902	12,045	15,747	4,078	11,640	112,354	26,062	85,925	1,526,842	494,493	1,031,706
Widowed, divorced, or separated	277,767	4,591	3,179	--	2,740	1,723	--	1,314	44,566	5,144	39,422	223,707	44,316	178,813
Never married	335,426	4,413	3,335	--	2,349	3,667	--	3,058	31,680	8,911	22,769	292,331	77,747	214,584
Level														
Elementary	1,181,578	18,647	11,802	--	10,305	11,863	--	10,724	104,006	10,993	92,679	1,035,260	130,520	904,095
Secondary	1,141,626	18,163	12,868	5,831	7,037	9,443	4,092	5,351	86,012	29,659	56,279	1,015,140	487,498	527,065

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Table 19c.--Number of total public school teachers, by race and sex, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Total teachers*	Race												
		Unreported	Am. Ind./Aleut. Eskimo			Asian or Pacific Islander			Black			White		
		Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
Number of teachers	2,323,204	36,810	24,670	7,328	17,342	21,307	5,202	16,075	190,018	40,652	148,958	2,050,400	618,018	1,431,160
Region														
Northeast	495,704	10,064	4,872	--	3,065	2,190	--	--	25,974	7,015	18,959	452,604	152,371	300,138
North central	610,779	7,139	6,371	2,009	4,362	1,870	--	1,464	31,846	6,883	24,922	563,554	187,766	375,731
South	818,588	10,365	7,532	1,913	5,619	--	--	--	122,311	24,933	97,108	676,880	154,994	521,093
West	398,133	9,241	5,895	1,599	4,297	15,748	3,408	12,312	9,886	1,821	7,969	357,362	122,888	234,198
Highest degree														
No degree	4,905	--	--	--	--	--	--	--	--	--	+	4,371	3,504	[illegible]
Associate	9,991	--	--	--	--	--	--	--	--	--	--	8,785	6,978	1,807
Bachelor's	1,211,903	18,031	12,498	3,134	9,363	11,390	2,518	8,872	95,151	20,433	74,602	1,074,833	270,173	803,961
Master's	929,421	15,591	9,854	3,319	6,535	5,993	--	4,589	79,638	15,420	63,927	818,345	281,968	535,948
Ed. specialist	145,469	2,610	1,819	--	--	2,857	--	1,854	11,281	2,992	8,289	126,902	45,807	81,001
Doctorate	21,185	--	--	--	--	--	--	--	2,744	--	--	16,990	9,414	7,576
Years teaching														
Less than 3	185,396	3,082	1,497	--	--	2,451	--	1,881	12,077	2,953	9,125	166,289	37,505	128,675
3 to 9	604,635	9,488	6,177	1,755	4,422	4,673	1,495	3,149	37,169	8,944	28,192	547,129	118,289	428,524
10 to 20	1,033,641	16,313	12,002	3,566	8,436	9,281	2,333	6,948	87,352	17,679	69,550	908,694	274,031	634,104
Over 20	496,939	7,927	4,905	1,576	3,329	4,902	--	4,098	53,088	10,970	41,866	426,117	187,771	238,108
Nonschool employment														
No nonschool employment	1,777,627	30,240	17,926	4,376	13,550	17,315	3,477	13,810	153,386	24,822	128,157	1,558,759	362,909	1,195,253
Nonschool summer	175,950	2,336	2,301	--	--	1,472	--	--	13,091	3,790	9,301	156,750	69,752	86,910
School-year nonschool	137,813	1,962	1,699	--	--	--	--	--	8,948	3,724	5,224	124,354	59,512	64,584
Other summer/school-year	231,814	2,272	2,744	1,471	--	1,668	--	--	14,593	8,317	6,276	210,538	125,845	84,413
School-year base salary														
$10,000 or less	45,574	--	--	--	--	--	--	--	6,464	--	5,758	36,463	7,619	28,844
$10,001 to 15,000	21,536	--	--	--	--	--	+	--	--	--	--	18,881	4,775	14,106
$15,001 to 20,000	345,735	2,523	3,646	--	2,627	1,705	--	1,240	22,203	4,805	17,366	315,658	76,447	239,177
$20,001 to 25,000	554,584	7,910	5,977	--	4,761	3,996	--	2,587	47,703	10,722	36,981	488,998	112,966	375,713
$25,001 to 30,000	426,057	5,654	3,605	--	2,927	3,549	--	2,767	37,995	9,124	28,634	375,253	119,519	255,696
Over $30,000	595,896	7,256	6,283	2,553	3,731	8,526	1,904	6,622	48,795	11,511	37,284	525,036	227,632	297,185
Not reported	333,823	11,745	3,949	1,475	2,473	2,878	--	2,243	25,140	3,664	21,339	290,111	69,061	220,440

*Hispanics may be of any race.

-- = Too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.

NOTE: Details may not add to totals because of rounding, missing values in cells with too few sample cases, or because of item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 20.--Standard errors for number and percentage of public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88

				Type of curriculum			
				Regular education		Special education	
Characteristic	Estimate of total teachers	Standard error Number	Standard error Percent	Estimate	Standard error	Estimate	Standard error
Number of teachers	2,323,204	13,181.6	+	1,935,311	11,651.2	387,893	5,207.2
Sex							
Male	681,161	6,787.3	0.22	615,382	6,279.2	65,779	2,426.9
Female	1,631,168	10,261.1	0.23	1,311,016	8,772.4	320,153	4,571.4
Race							
Am. Indian, Aleut. Eskimo	24,670	1,191.1	0.05	20,432	1,042.2	4,238	646.4
Asian or Pacific Islander	21,307	1,020.1	0.04	18,069	841.6	3,237	482.2
Black	190,018	4,610.6	0.19	154,708	4,161.5	35,310	1,669.7
White	2,050,400	13,060.1	0.22	1,712,053	11,481.7	338,347	4,873.3
Ethnic origin							
Hispanic*	67,084	2,618.0	0.11	56,926	1,990.6	10,158	1,207.6
Non-Hispanic	2,207,746	12,804.4	0.15	1,838,312	11,434.4	369,435	5,339.5
Age							
Less than 30	310,901	5,039.1	0.19	242,524	4,334.6	68,378	1,939.2
30 to 39	813,204	7,628.9	0.29	642,673	6,545.0	170,531	3,628.6
40 to 49	752,301	7,375.3	0.25	658,764	6,674.6	93,537	2,935.0
50 or more	416,857	5,486.2	0.21	366,738	5,314.8	50,119	1,984.5
Marital status							
Married	1,690,308	11,788.3	0.27	1,422,291	9,886.5	268,017	4,970.9
Widowed, divorced, or separated	277,767	4,634.7	0.18	224,833	4,324.7	52,934	1,910.1
Never married	335,426	5,274.8	0.23	272,075	4,965.7	63,351	2,248.3
Level							
Elementary	1,181,578	9,103.2	0.33	940,162	7,397.1	241,417	3,922.4
Secondary	1,141,626	11,081.2	0.33	995,150	10,454.1	146,476	3,047.7

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Table 20.--Standard errors for number and percentage of public school teachers, by type of curriculum, and by selected characteristics: School year 1987-88 (continued)

Characteristic	Estimate of total teachers	Standard error		Type of curriculum			
				Regular education		Special education	
		Number	Percent	Estimate	Standard error	Estimate	Standard error
Number of teachers	2,323,204	13,181.6	+	1,935,311	11,651.2	387,893	5,207.2
Region							
Northeast	495,704	5,566.0	0.19	406,815	4,932.6	88,889	3,109.9
North central	610,779	6,547.8	0.22	509,302	5,978.0	101,478	2,587.5
South	818,588	5,891.2	0.19	684,770	5,319.1	133,818	3,089.3
West	398,133	4,489.1	0.18	334,425	4,668.8	63,708	1,995.7
Highest degree							
No degree	4,905	471.4	0.02	4,496	497.2	--	+
Associate	9,991	752.6	0.03	9,149	680.5	842	173.0
Bachelor's	1,144,242	9,445.5	0.29	987,332	8,395.2	156,910	2,803.2
2nd bachelor's	65,430	2,036.3	0.08	50,318	1,849.3	15,112	1,036.2
Master's	884,703	8,116.9	0.29	725,351	7,672.1	159,352	3,377.5
2nd master's	47,279	1,949.7	0.08	35,976	1,515.5	11,303	1,088.5
Ed. specialist	145,469	3,324.7	0.14	104,822	2,746.1	40,647	1,970.4
Doctorate	21,185	1,190.4	0.05	17,868	1,060.2	3,318	508.3
Years teaching							
Less than 3	185,396	3,420.6	0.15	155,664	3,074.1	29,732	1,481.4
3 to 9	604,635	6,053.6	0.20	464,226	5,770.1	140,409	3,184.5
10 to 20	1,033,641	8,245.4	0.25	859,815	7,116.8	173,826	3,582.9
Over 20	496,939	5,773.4	0.22	453,509	6,030.8	43,430	2,033.6
Nonschool employment							
No nonschool employment	1,777,627	11,220.0	0.24	1,475,827	10,196.9	301,800	4,344.8
Nonschool summer	175,949	4,015.5	0.18	148,406	3,757.4	27,543	1,481.0
School-year nonschool	137,814	3,164.1	0.18	115,672	2,989.9	22,142	1,221.4
Other summer/school-year	231,814	3,982.8	0.17	195,407	3,470.5	36,408	1,850.8

*Hispanics may be of any race.

+ = Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 21.--Standard errors for key special education public school teacher statistics, by State: School year 1987-88

State	Standard errors Total number	 Average base salary	 Highest degree earned: Master's
United States	5,148.3	97.2	3,542.0
Alabama	540.3	452.0	336.3
Alaska	154.8	771.9	113.4
Arizona	528.6	492.5	333.5
Arkansas	319.0	217.5	307.5
California	1,485.1	399.9	800.9
Colorado	537.4	674.6	348.8
Connecticut	563.8	846.2	347.8
Delaware	165.8	664.6	50.6
D. of Columbia	+	+	+
Florida	1,237.3	380.5	645.9
Georgia	737.5	514.9	537.6
Hawaii	+	+	+
Idaho	160.9	675.3	88.7
Illinois	1,148.3	486.4	637.5
Indiana	727.9	524.8	632.6
Iowa	468.0	517.4	312.6
Kansas	579.0	473.8	383.2
Kentucky	475.4	497.6	380.1
Louisiana	1,006.6	432.9	535.9
Maine	269.2	627.5	137.1
Maryland	853.8	681.0	492.9
Massachusetts	898.0	491.6	652.7
Michigan	993.9	600.3	746.1
Minnesota	669.9	568.1	434.6
Mississippi	534.0	253.7	306.7
Missouri	710.6	530.8	356.4
Montana	224.7	574.4	86.2
Nebraska	387.5	613.5	201.1
Nevada	292.2	755.9	137.1

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Table 21.--Standard errors for key special education public school teacher statistics, by State: School year 1987-88 (continued)

State	Standard errors Total number	 Average base salary	 Highest degree earned: Master's
New Hampshire	227.8	720.7	131.9
New Jersey	1,250.4	590.2	614.1
New Mexico	342.0	381.7	212.0
New York	2,607.2	445.6	1,643.4
North Carolina	776.0	487.8	499.4
North Dakota	185.3	744.7	94.1
Ohio	1,084.1	504.9	702.7
Oklahoma	450.7	355.1	326.1
Oregon	399.7	627.7	240.8
Pennsylvania	1,059.8	638.1	608.9
Rhode Island	247.6	818.3	207.8
South Carolina	805.9	368.0	430.9
South Dakota	205.8	398.2	69.8
Tennessee	611.3	578.7	295.4
Texas	1,617.2	272.6	777.8
Utah	251.1	556.2	119.2
Vermont	153.8	1,049.8	87.6
Virginia	884.7	611.7	585.6
Washington	515.2	690.9	307.4
West Virginia	402.8	332.9	252.8
Wisconsin	1,007.3	530.0	501.6
Wyoming	123.7	714.9	70.6

+ = Not applicable because the sample cases were too few (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

TECHNICAL NOTES

The Survey

Sample selection

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the 9,317 public and 3,513 private school samples. The other SASS samples were as follows: 5,594 public school districts and the administrators (principals) of schools in the public and private school samples.

Selection of Schools

The public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia; then by three grade levels (elementary, secondary, and combined). For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school. This approach provides a blend of the best estimates for schools and teachers.

Information on the selection of private schools is included in NCES's E.D. Tabs, July 1990, Selected Characteristics of Public and Private School Teachers: 1987-88.

Selection of Teachers

A list that included all full-time and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience; one stratum included new teachers, and a second stratum included all other teachers. New teachers were those who, counting the 1987-88 school year, were in the first, second, or third year of their teaching career in either a public or private school system. Within each teacher stratum, elementary and secondary teachers were sorted by subject. Elementary teachers were sorted by General Elementary Education, Special Education, and other; secondary teachers were sorted by Mathematics, Science, English, Social Science, Vocational Education, and other.

The public and private school teacher samples were each designed to include a basic sample and a Bilingual/ESL (English as a Second Language) supplement. The Bilingual/ESL supplement treated as one group the teachers who use a native language other than English to instruct students having limited English proficiency and teachers who provide students having limited English proficiency with intensive instruction in English. The supplement was funded by the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) in order to obtain more reliable estimates of Bilingual/ESL teachers.

The basic sample of teachers was allocated to the sample schools in each stratum so that the teacher weights were approximately equal. The specified average teacher sample size for each sample school (4, 8, and 6 teachers for each public elementary, secondary, and combined school, respectively; and 4, 5, and 3 teachers for each private elementary, secondary, and combined school, respectively) was then allocated to the two teacher strata to obtain a 60 percent oversampling of new private school teachers. New teachers were not oversampled in the public sector. Finally, an equal probability systematic sampling scheme was applied to select the basic sample within each school.

The Bilingual/ESL supplement was selected independently from the basic sample and was designed to provide estimates for California, Texas, Florida, Illinois, New York, and all other States. Within a school containing Bilingual/ESL teachers, teachers were selected systematically with equal probability.

The sample sizes were as follows:

Basic samples	
Public	54,340
Private	11,412
Bilingual/ESL supplement samples	
Public	2,258
Private	183

Bilingual/ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of Bilingual/ESL and all other teachers.

For more detailed information about sampling, see the technical report for the 1987-88 SASS.

Data Collection

The Teacher Questionnaires were mailed to the sampled schools in February 1988. Approximately 10 days after this mailout, a letter was sent to the survey coordinator in each school identifying the school's sample teachers and requesting the coordinator to remind the sample teachers to complete and return their questionnaires. Approximately six weeks after the mailout, a second set of questionnaires, for sample teachers who had not returned the first questionnaire, was sent in a package to the school coordinators for distribution to nonresponding teachers. During the time of this second mailout, each coordinator was telephoned and asked to remind those teachers who had not returned the first questionnaire to complete the second one and mail it back. A telephone follow up was conducted during April, May, and June. Because of the large number of nonrespondents to the mailout and the necessity for completing the follow up prior to the closing of schools for the summer, only a subsample of these teachers was included in this effort. This subsample had their weights adjusted to reflect the subsampling.

Precision of Estimates

Effects of Missing Schools

Following the data collection, it was discovered in a comparison of SASS public school estimates with NCES's Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series, that some Class 1 public school districts were not on the frame. Class 1 schools include only elementary schools, and for Nebraska, a comparison of the QED and CCD counts indicated about 275 of these schools, with an average of about 10.2 students per school. Because of these missing schools, the SASS national counts of public schools, administrators, and teachers, and the corresponding counts for Nebraska, in particular, are underestimated. The effects of these missing schools on the nature of the bias for averages is unknown.

Questionnaire Response Rates

Weighted response rates were 86.4 percent for the Public School Teachers Questionnaire and 79.1 percent for the Private School Teachers Questionnaire. The data were weighted to reflect the universe of public school teachers and the universe of private school teachers, and the weights were adjusted for nonresponse.

Item Descriptions and Item Response Rates

The Public School Teachers Questionnaire is shown in Appendix 1. With a few exceptions it is identical to the Private School Teachers Questionnaire. Specific data items in the tables and the corresponding questionnaire items and unweighted item response rates are as follows:

Data item	Questionnaire item	Public response rate (%)
Sex	42	99.6
Race	43	98.3
Ethnic origin	44	97.9
Age	45	98.9
Marital status	46	99.2
Highest degree earned	14a	98.9
Years of full-time teaching		
in public schools	8a-2	98.7
in private schools	8b-2	49.0
Certification in primary teaching assignment	23a-1	98.3
Certification in secondary teaching assignment	23a-2	75.7
Type of certification in primary teaching assignment	23b-1	80.7

Data item	Questionnaire item	Public response rate (%)
Type of certification in secondary teaching assignment	23b-2	76.0
Total earned income	39e	91.1
Base salary	39b	91.5
Salary supplements		
Number of teachers with school-year supplemental contracts	39c	96.5
School-year supplement salary	39c	96.5
*Number of teachers with school supplemental contracts during summer	39a-1 plus 39a-2	96.0 95.0
**School supplementary salary during summer	39a-1 plus 39a-2	96.0 95.0
Number of teachers receiving pay incentives		
Master/mentor	38a-2	97.2
Teaching in shortage field	38b-2	96.3
Teaching in high priority location	38c-2	95.6
For exceptional performance	38e-2	96.0
For school improvement	38f-2	95.7
Career ladder increase	38d-2	96.0
Nonschool employment		
Number of teachers employed, school-year 1987-88 only	39d	95.4
Number of teachers employed, summer 1987 only	39a-3	88.3
*Number of teachers employed, school-year and summer	39d plus 39a-3	95.4 88.3
Opinions about teaching	29a to w	97.8 to 99.9
College major/minor		
Major field of study	14b	100.0
Second major or minor field	14c	60.3
Status of teaching employment	3	100.0
Teaching assignment field		
Primary assignment	16a plus	100.0
Secondary assignment	16b plus	79.2
Best qualified field	17a plus	98.2
Second best qualified field	17b	96.3
Teaching-related courses	21a	99.1
Assignment field for training	21b	84.5

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* Unduplicated count.

** Based on an unduplicated count.

Effects of Item Nonresponse

No explicit imputation was performed for item nonresponse. Not imputing for item nonresponse leads to a bias in the estimates. In tables that present counts, item nonresponse leads to underestimates of the details. The item response rates for the majority of the items used in this report were above 90 percent. Response rates for items 23a-2, 23b-1, and 23b-2 ranged from 75.7 percent to 86.1 percent and may have been affected by item complexity. The response rate for item 39a-3 was 88.3 percent. The response rate of 49.0 percent for public school teachers on item 8b-2 could be attributable to the failure of public school teachers with no private school teaching experience to check the appropriate "None" box on the questionnaire. Perhaps some teachers, who did not have a second major or minor field, simply left item 14c blank (response rate of 60.3 percent). Caution must be exercised in the use or interpretation of estimates from an unimputed data file, especially estimates with low item response rates (below 70 percent).

Comparative Estimates of Teacher Counts

The sampling frame for teachers was developed by obtaining from each sample school a list of all full-time and part-time teachers, itinerant teachers, and long-term substitutes. Following data collection, a comparison of the number of teachers on the school lists with the number of teachers (head count) on the school file revealed fewer teachers on the school lists. Fewer teachers on the school lists cause the teacher national estimates from the teacher files to be underestimates relative to the teacher national estimates from the school files.

To obtain an estimate of the magnitude of these underestimates, a Full-Time Equivalent (FTE) count of teachers on the school lists was approximated by adjusting the counts for part-time teachers. This approximated FTE count was weighted up to a national estimate and compared with the national FTE estimate for fall 1987 reported on NCES's Public Elementary/Secondary School Universe Survey of CCD. The CCD estimate was 2 percent higher than the SASS estimate.

Significance Tests

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replication procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases caused by item nonresponse, measurement error, data processing error, or other systematic error.

These standard errors were used in computing differences of means t-tests with appropriate Bonferroni adjustments for multiple comparisons. The general t-test formula applied was

$$(A-B)/\sqrt{(S.E._A)^2 + (S.E._B)^2}$$

for independent means. The answer obtained is a z statistic. The z statistic can be used to judge significance: If the absolute value of the z statistic is greater than 1.645, significance is at the 90 percent level; and a z greater than 1.96 is significant at the 95 percent level.

This report involves numerous comparisons, which makes it particularly important to use caution in interpreting small differences. The basic level of significance used in this report as the minimum accepted level of significance is .05 (alpha level), or 95 percent confidence, for comparisons between regular and special educators. All such comparisons cited in the text are statistically significant at the .05 level or better, unless otherwise noted. In most cases the comparisons are highly statistically significant; that is, beyond .001, or 99.9 percent confidence. The phrases, "similar," "as well as," and "little difference," as used in this report, indicate that the difference between regular and special educators was not statistically significant at the .05 level or better.

The Bonferroni adjustment used was as follows: For comparisons between regular and special educators, dividing the significance level of .05 by two groups, results in an adjusted significance level of .025.

When performing several t-tests, the likelihood increases that at least one of them will yield a misleading result. When no difference between the means or percentages being compared really exists, still a 5 percent chance of getting a t-value of 1.96 occurs from sampling error. Although this 5 percent risk seems acceptable for a single t-test, the risk of getting at least one t-value of 1.96 increases in a series of t-tests. For 5 t-tests, the risk of obtaining one misleading t-score is 23 percent; for 10 t-tests, it is 40 percent; and for 20 t-tests, the risk of getting one t-value of 1.96 from sampling error increases to 64 percent. For t-scores over 1.96, the risk of finding a significant t-score as a result of sampling error decreases.

A balance should be maintained between making multiple tests, one of which can then give misleading results, and making few tests under stringent control of error rates, a strategy likely to fail to find differences when they exist. No simple solution to this dilemma can be found. However, results discussed in the Highlights were tested as described above; and they were found to be highly significant, with better than 99.9 percent confidence that the differences between regular and special educators are real.

Definition of Teacher

For this survey, a teacher was any full-time or part-time teacher whose primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis.

Full-time teachers were all teachers reporting themselves as full-time teachers at the sampled schools. This included regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.

Classification of Elementary and Secondary Teachers

Generally, teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. The variety of teaching circumstances required the development of a number of criteria for classification.

A teacher classified as an elementary teacher had to meet one of the following criteria:

1. A teacher who checked the "ungraded" option only in item 24 (which asks for grades being taught) and was designated as an Elementary teacher on the list of teachers obtained from each sampled school (code "0," "1," or "2" for field name TSUBJ in the tape documentation).
2. A teacher who checked 6th grade or lower and no grade higher than 6th in item 24, or 6th grade or lower and "ungraded" and no grade higher than 6th.
3. A teacher who checked 6th grade or lower and 7th grade or higher and entered a primary assignment code of "01," "02," or "3" in item 16a.
4. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of "01," "02," or "03" in item 16a.

5. A teacher who checked 6th grade or lower and 7th grade or higher in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as an Elementary teacher on the list of teachers obtained from each sampled school (code "0," "1," or "2" for field name TSUBJ).

6. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as an Elementary teacher on the list of teachers obtained from each sampled school (code "0," "1," or "2" for field name TSUBJ).

A teacher classified as a secondary teacher had to meet one of the following criteria:

1. A teacher who checked the "ungraded" option only in item 24 and was designated as a Secondary teacher on the list of teachers obtained from each sampled school (code "0," "1," or "2" for field name TSUBJ in the tape documentation).

2. A teacher who checked 6th grade or lower and 7th grade or higher in item 24 and entered a primary assignment code greater than "03" in item 16a.

3. A teacher who checked 9th grade or higher, or 9th grade or higher and "ungraded."

4. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of "04" or higher but not a Special Education code in item 16a.

5. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as a Secondary teacher on the list of teachers obtained from each sampled school (code "03" or higher for field name TSUBJ).

6. All other teachers who checked 6th grade or lower and 7th grade or higher in item 24, or 7th and 8th grades only, and were not categorized above as either Elementary or Secondary.

Classification of Special Education Teacher

The 18 data tables in this report were based on the following algorithms to define special education teacher:

For tables 1, 3, and 16, a teacher was considered to be a special education teacher if he/she entered any of major field codes "70"-"75" for major or minor field of study in item 14.

For tables 2, 4, 5, 6, 7, 8, 9, 15, 17, and 18, any major or minor field code in item 14 of "70"-"75"; or any teaching assignment field code in items 16-18 of "26"-"30"; or any course-level code in item 27 of "5."

For tables 10, 11, and 14, any teaching assignment field code of "26"-"30" for source codes (SC) 075, 078, or 079; tables 12 and 13, source code 129.

Geographic Regions Used by the U.S. Bureau of the Census

West

Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada
Washington
Oregon
California
Alaska
Hawaii

Northeast

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania

North central/Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

South

Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

FOR MORE INFORMATION

For more information about this report, contact Janice S. Ancarrow, Office of Special Education Programs, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202, telephone (202) 732-1074.

APPENDIX

FORM **SASS-4A**
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Teacher:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1987–88 Schools and Staffing Survey. You are one of the 65,000 teachers from over 12,000 public and private schools across the nation selected to be in the teacher sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting these surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Elliott

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763–2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION I – CURRENT TEACHING STATUS

PGM 3

1. How do you classify your PRIMARY assignment at THIS school (i.e., the activity at which you spend most of your time) during the 1987–88 school year?

Mark (X) only one.

010

1 ☐ Regular full-time or part-time teacher
2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute)

Continue with question 2, page 3

4 ☐ Short-term substitute
5 ☐ Student teacher
6 ☐ Nonteaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
7 ☐ Administrator (e.g., principal, assistant principal, director, head)
8 ☐ Teacher's aide
9 ☐ Other professional or support staff

IF YOU MARKED BOX 4, 5, 6, 7, 8, OR 9 ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

Remarks

SECTION I — CURRENT TEACHING STATUS — *Continued*

2. How do you classify your position as an employee AT THIS SCHOOL during the 1987—88 school year?

011
1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

3. How do you describe your teaching assignment AT THIS SCHOOL during the 1987-88 school year?

012
1 ☐ Full-time teacher — *Skip to question 6, page 4*
2 ☐ ¾ time or more, but less than full-time teacher
3 ☐ ½ time or more, but less than ¾ time teacher
4 ☐ ¼ time or more, but less than ½ time teacher
5 ☐ Less than ¼ time teacher
Continue with Check Item A (2–5)

CHECK ITEM A

(Refer to question 2 above.)

Did you mark box 1, "Full-time employee," in answer to question 2 above?

013
1 ☐ Yes — *Continue with 4*
2 ☐ No — *Skip to question 5*

4. Which category best describes your other assignment AT THIS SCHOOL?

Mark (X) only one.

014
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other — *Describe*
____
Skip to item 6 (1–6)

5. Which of these categories best describes your other PRIMARY ACTIVITY outside of teaching at this school?

Mark (X) only one.

015
1 ☐ Teaching in another school
2 ☐ Attending a college or university
3 ☐ Working in a nonteaching occupation in the field of education
4 ☐ Working in an occupation outside the field of education
5 ☐ Homemaking and/or child rearing
6 ☐ Seeking work
7 ☐ Retired
8 ☐ Other — *Describe*
____

Remarks

SECTION 2 – TEACHING EXPERIENCE

6. In what year did you begin your first FULL-TIME teaching position at the elementary or secondary level?

016 | 1 | 9 | | |

017 ₁ ☐ Never taught full-time

7. At which of the following school levels have you taught, either full or part time, for one year or more?

Mark (X) all that apply.

018 ₁ ☐ Prekindergarten
019 ₂ ☐ Elementary (including kindergarten)
020 ₃ ☐ Middle/junior high
021 ₄ ☐ Senior high
022 ₅ ☐ Postsecondary

8. Including the current school year, how many years have you been employed as a teacher in public and/or private schools at the elementary or secondary level?

(If you have no experience in a particular category, please mark the ''None'' box.)

Schools (1)	Years of full-time teaching (2)	Years of part-time teaching (3)
(a) Public	023 ______ ₀ ☐ None	024 ______ ₀ ☐ None
(b) Private	025 ______ ₀ ☐ None	026 ______ ₀ ☐ None

9a. Since you began teaching, how many breaks in service of one year or more have you had?

027 ☐ Breaks in service – *Continue with 9b*
₀ ☐ None – *Skip to item 10*

b. Were any of these breaks due to a reduction-in-force or a lay-off?

028 ₁ ☐ Yes – **How many?** → 029 ☐
₂ ☐ No

c. Including the current year, how many consecutive years have you been teaching (i.e., since your last break in service)?

(Include part-time and full-time teaching at both elementary and secondary levels.)

030 ☐ Consecutive years teaching

10. In what year did you begin teaching in this school?

(If your assignment at this school included a break in service of a year or more, please report the year that you returned to this school from your most recent break in service.)

031 | 1 | 9 | | |

Remarks

SECTION 2 – TEACHING EXPERIENCE – *Continued*

11. What was your main activity the year before you began teaching in this school?

(If you left this school and then returned, please report your main activity the year before you most recently returned to this school.)

Mark (X) only one box.

032
1 ☐ Working in a position in the field of education, but not as a teacher – *Continue with item 12*
2 ☐ Working in an occupation outside the field of education – *Skip to question 13a*
3 ☐ Teaching in another school in the same school system
4 ☐ Teaching in a different school system in this state
5 ☐ Teaching in a different state – **Which state?**
033 ☐☐

034
6 ☐ Homemaking and/or child rearing
7 ☐ Attending a college or university
8 ☐ Military service
9 ☐ Unemployed and seeking work
10 ☐ Retired
11 ☐ Other – *Describe*
____

Skip to item 14 (items 3–11)

Answer item 12 ONLY if you marked box 1 in answer to question 11 above.

12. Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

035
1 ☐ Administrator (e.g., principal, assistant principal, director)
2 ☐ Guidance counselor
3 ☐ Librarian or other media staff
4 ☐ Other professional staff (e.g., curriculum specialist, administrative or business staff, social worker)
5 ☐ Teacher's aide
6 ☐ Other school personnel

Skip to item 14

Answer items 13a–e ONLY if you marked box 2 in answer to question 11 above.

13a. For whom did you work? *(Record the name of the company, business, or organization.)*
____

b. What kind of business or industry was this? *(For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)*
036 ☐☐☐
____

c. What kind of work were you doing? *(Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)*
037 ☐☐☐
____

d. What were your most important activities or duties at that job? *(For example, typing, selling cars, driving delivery truck, caring for livestock.)*
____

e. How would you classify yourself on that job?

Mark (X) only one box.

038
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY on a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

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SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 14b and14c

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 **Other**

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

14a. Which of the following college degrees have you earned? *(Mark all the degrees you have earned.)*

b. What was your major field of study for each degree? *(Use the list of codes above.)*

c. What was your second major or minor field of study for each degree? *(Use the list of code numbers above. If you did not have a second major or minor field, enter "00.")*

d. In what year did you receive each degree?

Degrees earned *(Mark (X) all that apply)* **(a)**			Major field code **(b)**	Second major or minor field code (if any) **(c)**		Year degree received **(d)**
Associate degree or vocational certificate	039	1 ☐	040	041	042	19 ____
Bachelor's degree	043	2 ☐	044	045	046	19 ____
2nd Bachelor's degree	047	3 ☐	048	049	050	19 ____
Master's degree	051	4 ☐	052	053	054	19 ____
2nd Master's degree	055	5 ☐	056	057	058	19 ____
Education specialist or professional diploma (at least one year beyond Master's level)	059	6 ☐	060	061	062	19 ____
Doctorate (e.g., Ph.D., Ed.D.)	063	7 ☐	064	065	066	19 ____
First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	067	8 ☐	068	069	070	19 ____
No degree or diploma	071	9 ☐ – *Skip to item 16a*				

15a. What is the name of the college or university where you earned your BACHELOR'S degree? 072 ☐☐☐

____

073 1 ☐ No Bachelor's degree earned – *Skip to item 16a*

b. In what city and state is it located? 074 ☐☐

________________ *(City)* ________________ *(State)*

SECTION 3 – TEACHER TRAINING – *Continued*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 16a, 16b, 17a, 17b, 18 AND 21

01 Prekindergarten
02 Kindergarten
03 General elementary

Special Areas
04 Art
05 Basic skills and remedial education*
06 Bilingual education*
07 Business education
08 Computer science
09 English/language arts
10 English as a second language
11 Foreign language
12 Gifted*

Special Areas *(Continued)*
13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science
21 Biology
22 Chemistry
23 Earth science/geology
24 Physics
25 General and all other science

Special Education
26 Mentally retarded
27 Emotionally disturbed
28 Learning disabled
29 Speech and hearing impaired
30 Other special education

31 Vocational education

32 All others

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual, or Gifted as the assignment area.

16a. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?
(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment in this item, mark box 1, and record the second field in item 16b.)

075 ☐☐ Primary assignment field code

076 1 ☐ Teaching schedule equally divided between two fields

b. Are some of your classes at THIS SCHOOL in other fields?

077 1 ☐ Yes – **In what field do you teach the second most classes?** *(Use the assignment field codes listed above.)* → 078 ☐☐
2 ☐ No

17a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *(Use the codes listed above.)*

079 ☐☐ Best qualified field code

b. Do you feel qualified to teach any other fields?

080 1 ☐ Yes – **For what field do you feel second best qualified?** *(Use the codes listed above.)* → 081 ☐☐
2 ☐ No

18. Has your primary teaching assignment field changed since you began teaching?

082 1 ☐ Yes
What was your previous primary assignment field? *(Use codes listed above.)* → 083 ☐☐
Counting this year, how many years has your primary assignment field remained unchanged? → 084 ☐
2 ☐ No

19. For each of the fields in which you now teach (and for your best-qualified field, if different from your current teaching assignment), how many undergraduate and graduate COURSES have you taken in that subject area?
A course is one that meets 2–5 classroom hours per week during one semester or quarter. If you have taken both semester and quarter courses, enter the respective numbers in each column. Count ALL the courses that relate to the field(s) in which you teach, e.g., if you teach ANY math subject, count ALL math courses; if you teach ANY kind of special education class, count ALL courses in the field of special education.

If no courses were taken for a field for any column, enter "0."

Please refer to records if you cannot accurately recall your coursework.

Field (1)	Number of courses			
	Undergraduate		Graduate	
	Semester (2)	Quarter (3)	Semester (4)	Quarter (5)
a. Primary assignment field	085	086	087	088
b. Secondary assignment field 089 1 ☐ No secondary assignment	090	091	092	093
c. Best qualified field 094 1 ☐ Same as primary assignment 2 ☐ Same as secondary assignment	095	096	097	098

194

SECTION 3 – TEACHER TRAINING – *Continued*

20a. Does your teaching assignment AT THIS SCHOOL include any classes in mathematics, computer science, biological/life science, earth science, or physical science in grades 7–12?

099 1 ☐ Yes – *Continue with 20b*
2 ☐ No – *Skip to item 21*

b. For each of the following science fields, how many undergraduate and graduate COURSES have you taken in that subject area?

(Enter "0" for each cell for which you have taken no courses.)

Field (1)	Number of courses: Undergraduate Semester (2)	Undergraduate Quarter (3)	Graduate Semester (4)	Graduate Quarter (5)
a. Mathematics	100	101	102	103
b. Computer science	104	105	106	107
c. Biology	108	109	110	111
d. Chemistry	112	113	114	115
e. Physics	116	117	118	119
f. Earth/space science	120	121	122	123
g. Other natural science	124	125	126	127

21. Did you take any education or teaching related in-service or college courses requiring 30 or more hours of classroom study during the past two school years, that is, in 1986–87 or 1987–88?

128 1 ☐ Yes – **For what assignment field was this training relevant?** *(Use list of codes on page 7.)* → 129 ☐☐ *Answer 22*
2 ☐ No – *Skip to question 23*

22. What was your MAJOR purpose for taking this training.

Mark (X) only one.

130 1 ☐ To fulfill initial certification requirements for current position
2 ☐ To maintain and/or improve qualifications for current position (including meeting recertification requirements)
3 ☐ To retrain to teach a different subject matter area
4 ☐ To retrain to teach at a different grade level
5 ☐ To retrain to teach handicapped students or students with learning disabilities
6 ☐ To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling)
7 ☐ Other – *Describe*

23a. Do you have a teaching certificate in this state in your –
(1) Primary assignment field?
(2) Secondary assignment field, if any?
(3) Best qualified field?

b. If you do, what type of certification do you hold in each field? *(Use the codes below for type of certification.)*

c. In what year were you certified in each field?

Codes for certification

1 Regular or standard state certification (the standard certification offered in your state)
2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

Field	Have state certification? (a)	*If "Yes" in column (a)*: Code for type of certification (b)	*If "Yes" in column (a)*: Year certified (c)
(1) Primary assignment field	131 1 ☐ Yes 2 ☐ No	132	133
(2) Secondary assignment field (if any)	134 1 ☐ Yes 2 ☐ No	135	136
(3) Best qualified field (if different from above)	137 1 ☐ Yes 2 ☐ No	138	139

SECTION 4 – CURRENT TEACHING LOAD

NOTE – Questions in this section request information on each class you taught for **the most recent FULL week** that school was in session. Please provide the information requested for that week whether or not it was a typical week. Report information on classes for which you were responsible even if you were absent at any time during the week.

24. In what grade levels are the students in your classes at this school?

Mark (X) all that apply.

140 1 ☐ Prekindergarten
141 2 ☐ Kindergarten
142 3 ☐ 1st
143 4 ☐ 2nd
144 5 ☐ 3rd
145 6 ☐ 4th
146 7 ☐ 5th
147 8 ☐ 6th
148 9 ☐ 7th
149 10 ☐ 8th
150 11 ☐ 9th
151 12 ☐ 10th
152 13 ☐ 11th
153 14 ☐ 12th
154 15 ☐ 13th
155 16 ☐ 14th
156 17 ☐ Ungraded

25. Which of the following best describes the way your classes at this school are organized?

Mark (X) only one.

157 1 ☐ **Self-contained class** – You teach multiple subjects to the same class of students all or most of the day – *Continue with item 26a*

2 ☐ **Departmentalized instruction** – You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day – *Skip to question 27, page 10*

3 ☐ **Team teaching** – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students – *Answer either question 26 or 27 below, depending on which format better describes the way your classes are organized all or most of the day.*

4 ☐ **"Pull-out" class** – You provide instruction to students who are released from their regular classes – *Continue with item 26a*

NOTE – *ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.*

26a. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)

158 ________ Students

b. Approximately how many hours did you spend teaching each of the following subjects during the week?

(If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week, mark the "None" box.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	159 ________ 0 ☐ None
(2) Arithmetic/mathematics	160 ________ 0 ☐ None
(3) Social studies/history	161 ________ 0 ☐ None
(4) Science	162 ________ 0 ☐ None

c. Did you assign any homework during the most recent full week?

163 1 ☐ Yes
2 ☐ No

d. Which of the following best describes the general academic achievement level of your students relative to the other students at this school?

164 1 ☐ Primarily higher achieving students
2 ☐ Primarily average achieving students
3 ☐ Primarily lower achieving students
4 ☐ Students of widely differing achievement levels

PLEASE SKIP NOW TO QUESTION 28 ON PAGE 11.

SECTION 4 – CURRENT TEACHING LOAD – *Continued*

Answer questions 27a–g below ONLY if you taught subject matter courses to different groups of students.

27. **The following questions refer to the subject matter classes you taught AT THIS SCHOOL during the most recent FULL week school was in session.** *(Complete a line of the table below for each period in which you taught a class. Exclude study halls, homeroom periods, unscheduled tutoring, etc.)*

   a. **What was the subject matter of each class you taught?** *(Use the code numbers listed on page 11 to record your answer in column (a).)*

   b. **For how many periods per week does each class meet?** *(If your school day is not organized by class periods, mark box 1 at the top of column (b) and record the number of hours per week that you teach each class.)*

   c. **What is the grade level of MOST of the students in each of your classes?** *(Use numerals 1, 2, . . . , 12 for grades 1–12, PK for prekindergarten, K for kindergarten, and U for ungraded. Enter only one grade level for each of your classes in column (c).)*

   d. **How many students are enrolled in each class period?**

   e. **For each class period, did you assign homework during the last full week?**

   f. **What is the achievement level for most of the students in each class period you taught, relative to other students at this school?**

   Use these codes to record achievement level in column (f):

   1 Primarily higher achieving students
   2 Primarily average achieving students
   3 Primarily lower achieving students
   4 Students of widely differing achievement levels

   g. **For each class period you taught, was it advanced placement, bilingual, gifted, remedial, or special education?**

   Use these codes to record course level in column (g):

   1 Advanced placement (AP) – Course that allows completion of college level credit, as defined by the College Entrance Examination Board
   2 Bilingual
   3 Gifted
   4 Remedial
   5 Special education
   6 None of the above

Class period	Subject matter code *(2 digits)* (a)	165 1 ☐ No periods Periods per week (b)	Grade level (c)	Number of students enrolled (d)	Homework assigned last full week? (e)	Class achievement level code *(1 digit)* (f)	Course level code (g)
1	166	167	168	169	170 1 ☐ Yes 2 ☐ No	171	172
2	173	174	175	176	177 1 ☐ Yes 2 ☐ No	178	179
3	180	181	182	183	184 1 ☐ Yes 2 ☐ No	185	186
4	187	188	189	190	191 1 ☐ Yes 2 ☐ No	192	193
5	194	195	196	197	198 1 ☐ Yes 2 ☐ No	199	200
6	201	202	203	204	205 1 ☐ Yes 2 ☐ No	206	207
7	208	209	210	211	212 1 ☐ Yes 2 ☐ No	213	214
8	215	216	217	218	219 1 ☐ Yes 2 ☐ No	220	221
9	222	223	224	225	226 1 ☐ Yes 2 ☐ No	227	228

SUBJECT MATTER CODE NUMBERS FOR QUESTION 27a ON PAGE 10

Business/vocational

- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education
- 16 Agriculture
- 17 Industrial arts
- 18 Home economics
- 19 Other vocational, trade, and industrial education

English/language arts

- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Foreign languages

- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Mathematics

- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Computer science

- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Natural science

- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Earth/space science
- 66 Other physical science
- 67 Other natural science

Social sciences

- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts

- 81 Arts and crafts
- 82 Filmmaking/photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

Other areas

- 91 Driver education
- 92 Health
- 93 Philosophy/religion
- 94 Physical education
- 95 Psychology
- 96 Other courses not elsewhere classified

28. For the most recent FULL WEEK, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spen (2)
a. During school hours	
(1) Classroom teaching (including field trips)	229
(2) Preparation	230 0 ☐ None
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 0 ☐ None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	232 0 ☐ None
(5) Hours absent from school for any reason	233 0 ☐ None
(6) Total school hours during most recent full week – *Sum of a(1) thru a(5)*	234
b. After school hours	
(1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	235 0 ☐ None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 0 ☐ None
(3) Total after school hours during most recent full week – *Sum of b(1) and b(2)*	237 0 ☐ None

Remarks

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SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

29. Do you agree or disagree with each of the following statements?

a. Teachers in this school are evaluated fairly.

238
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

b. The principal lets staff members know what is expected of them.

239
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

c. The school administration's behavior toward the staff is supportive and encouraging.

240
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

d. I am satisfied with my teaching salary.

241
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.

242
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

f. Teachers participate in making most of the important educational decisions in this school.

243
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

g. I receive a great deal of support from parents for the work I do.

244
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.

245
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

i. The principal does a poor job of getting resources for this school.

246
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

j. Routine duties and paperwork interfere with my job of teaching.

247
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

k. My principal enforces school rules for student conduct and backs me up when I need it.

248
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

l. The principal talks with me frequently about my instructional practices.

249
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

250
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

29n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

251

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

o. The principal knows what kind of school he/she wants and has communicated it to the staff.

252

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

p. There is a great deal of cooperative effort among staff members.

253

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

q. In this school, staff members are recognized for a job well done.

254

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

r. I have to follow rules in this school that conflict with my best professional judgment.

255

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

s. I am satisfied with my class sizes.

256

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

t. I make a conscious effort to coordinate the content of my courses with that of other teachers.

257

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

u. Goals and priorities for the school are clear.

258

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

v. The amount of student tardiness and class cutting in this school interferes with my teaching.

259

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

w. I sometimes feel it is a waste of time to try to do my best as a teacher.

260

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

30. If you could go back to your college days and start over again, would you become a teacher or not?

261

1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

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SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

31. **Indicate the degree to which each of the following matters is a problem in this school. Do you think it is a serious problem, a moderate problem, a minor problem, or not a problem at all?**

a. Student tardiness

262
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

b. Student absenteeism

263
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

c. Teacher absenteeism

264
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

d. Students cutting class

265
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

e. Physical conflicts among students

266
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

f. Robbery or theft

267
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

g. Vandalism of school property

268
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

h. Student pregnancy

269
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

i. Student use of alcohol

270
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

j. Student drug abuse

271
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

k. Student possession of weapons

272
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

l. Physical abuse of teachers

273
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

m. Verbal abuse of teachers

274
1 ☐ Serious
2 ☐ Moderate
3 ☐ Minor
4 ☐ Not a problem

32. At this school, how much actual influence do you think teachers have over school policy in each of the areas below?

Indicate how much influence you think teachers have; use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."

		None →					A great deal
a. Determining discipline policy	275	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Determining the content of inservice programs	276	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting policy on grouping students in classes by ability	277	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Establishing curriculum	278	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

33. At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?

Indicate how much control you feel you have; use the scale of 1–6, where 1 means "No control" and 6 means "Complete control."

		None →					Complete control
a. Selecting textbooks and other instructional materials	279	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Selecting content, topics, and skills to be taught	280	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Selecting teaching techniques	281	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Disciplining students	282	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Determining the amount of homework to be assigned	283	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

34. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?

Indicate how helpful each person or group has been; use the scale of 1–6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.

		No help →					Extremely helpful	Not applicable
a. Principal or school head	284	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
b. Department chair	285	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
c. Other school administrators	286	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
d. Other teachers	287	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

35. How long do you plan to remain in teaching?

Mark (X) only one.

288

1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
} *Continue with item 36*

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time
} *Skip to item 37a*

36. In how many years do you plan to retire?

289

________ Years

37a. Which best describes your MAIN ACTIVITY during the previous school year (1986–87)?

Mark (X) only one.

290

1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other – *Describe*

____

____

b. What do you expect your main activity will be during the next school year (1988–89)?

Mark (X) only one.

291

1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other – *Describe*

____

____

Remarks

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SECTION 6 – INCENTIVES AND COMPENSATION

		Do you favor or oppose the incentive? (1)		Do you receive the incentive? (2)
38. For each of the following pay incentives, please indicate whether you favor or oppose the incentive, and whether you now receive the incentive. *Mark (X) one box in each column for each incentive.*				
a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	292	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	293	1 ☐ Yes 2 ☐ No
b. Additional pay for teaching in a shortage field (e.g., math, science)	294	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	295	1 ☐ Yes 2 ☐ No
c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)	296	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	297	1 ☐ Yes 2 ☐ No
d. Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance	298	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	299	1 ☐ Yes 2 ☐ No
e. A merit pay bonus for exceptional performance in a given year	300	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	301	1 ☐ Yes 2 ☐ No
f. A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year	302	1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	303	1 ☐ Yes 2 ☐ No

Remarks

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SECTION 6 – INCENTIVES AND COMPENSATION – *Continued*

39. The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1987 to mid-June 1988.
(Include only YOUR earnings. Estimate to the nearest hundred dollars. If you do not receive income from a particular source, mark the "None" box.)

a. During the summer of 1987, how much did you earn in –

(1) Summer school salary from this or any other school?
304 $ ____________ .
0 ☐ None

(2) Other SCHOOL compensation for summer work at this or any other school?
305 $ ____________ .
0 ☐ None

(3) Earnings from NONSCHOOL employment during the summer of 1987?
306 $ ____________ .
0 ☐ None

b. What is your academic base year salary for teaching for the 1987-88 school year?
307 $ ____________ .
0 ☐ Position is unpaid

c. During the 1987-88 school year, how much will you earn in additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?
308 $ ____________ .
0 ☐ None

d. During the 1987-88 school year, how much will you earn from NONSCHOOL employment?
309 $ ____________ .
0 ☐ None

e. What is your total earned income from mid-June 1987 to mid-June 1988?
(Your answer to this question should be equal to the sum of your answers to questions 39a–d.)
310 $ ____________ .
0 ☐ None

40. Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

311 1 ☐ Housing or housing expenses
312 2 ☐ Meals
313 3 ☐ Tuition for your children
314 4 ☐ Child care
315 5 ☐ College tuition for yourself
316 6 ☐ Car/transportation expenses
317 7 ☐ None of the above

41. Which category represents the total combined income of all FAMILY members in your household during 1987? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.

Mark (X) only one box.

318 1 ☐ Less than $10,000
2 ☐ $10,000 – $14,999
3 ☐ $15,000 – $19,999
4 ☐ $20,000 – $24,999
5 ☐ $25,000 – $29,999
6 ☐ $30,000 – $34,999
7 ☐ $35,000 – $39,999
8 ☐ $40,000 – $49,999
9 ☐ $50,000 – $59,999
10 ☐ $60,000 – $74,999
11 ☐ $75,000 – $99,999
12 ☐ $100,000 or more

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SECTION 7 – BACKGROUND INFORMATION

42. Are you male or female?	319 1 ☐ Male 2 ☐ Female
43. What is your race? *Mark (X) only one box.*	320 1 ☐ American Indian, Aleut, Eskimo 2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)* 3 ☐ Black 4 ☐ White
44. Are you of Hispanic origin?	321 1 ☐ Yes 2 ☐ No
45. What is your year of birth?	322 1 9 ☐ ☐
46. What is your current marital status?	323 1 ☐ Married 2 ☐ Widowed, divorced, or separated 3 ☐ Never married
47. How many children do you have who are dependent on you for more than half of their financial support?	324 ☐ Number of children supported – *Continue with 48* 0 ☐ None – *Skip to item 49*
48. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0".)*	325 ☐ Age of youngest child
49. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?	326 1 ☐ Yes – **How many persons?** → 327 ____ 2 ☐ No

Remarks

206

SECTION 8 – RESPONDENT INFORMATION

The survey you have completed might involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist in contacting you if you have moved or changed jobs.

50. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.

PGM 4

Your name 328

Spouse's full name

Street address

City

State

ZIP

Telephone number *(Include area code)*
(   )

Days/times convenient to reach you

In whose name is the telephone number listed? *(Mark (X) only one)*
1 ☐ No phone
2 ☐ My name
3 ☐ Other – *Specify* ______

51. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)

Name 329

Relationship to you

Street address

City

State

ZIP

Telephone number *(Include area code)*
(   )

In whose name is the telephone number listed? *(Mark (X) only one)*
1 ☐ No phone
2 ☐ Name entered above
3 ☐ Other – *Specify* ______

Name 330

Relationship to you

Street address

City

State

ZIP

Telephone number *(Include area code)*
(   )

In whose name is the telephone number listed? *(Mark (X) only one)*
1 ☐ No phone
2 ☐ Name entered above
3 ☐ Other – *Specify* ______

52. Please enter the date you finish this survey. →

Month	Day	Year
		88

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

207